



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

23636 S. 204th St, Queen Creek, AZ 85242

Queen Creek 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 Highly Performing
2003-04 Performing
2002-03 Performing

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

School Overview

Principal/Administrator : Mrs. Erika Copeland
Schedule : 08:00 AM to 04:00 PM
Grades : Pre-K-5
2005 Enrollment : 419
Web Address : www.qcusd.org/QCE/
Phone Number : (480) 987-5920
Fax Number : (480) 987-0612
E-mail : ecopeland@qcusd.org

Mission

Learning for All: Whatever it Takes!

Queen Creek Elementary will provide a safe and orderly climate where students acquire the knowledge, skills and attitudes essential for lifelong learning and responsible citizenship.

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

- U Increase the percent of students achieving at the Meets and Exceeds level on the state administered test.
U Students will increase performance in language arts with a focus on the writing process, application of skills and self-reflection. 6+1 Traits will be utilized and will focus our students on reflective assessment practices.

Enrollment

October 1, 2004 School Year Student Enrollment : 389
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 54

Instructional Programs

- Ü Standards-Based Instruction
- Ü Title I Reading
- Ü ELL
- Ü Technology Instruction
- Ü Character Counts!
- Ü Gifted Program - ELP
- Ü Music/Band

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 :	5/25/2006

Shared Responsibilities

School

QCE will communicate and work with parents to identify the needs of each child and provide the highest quality education possible in an atmosphere that is safe, orderly and conducive to learning.

Parents

Parents should communicate and work cooperatively with teachers, model a positive attitude towards school, provide time for homework, participate in school activities, ensure maximum attendance and support school discipline.

Transportation Policy

We provide transportation for students in our boundary to & from school including special needs students, after school activities & field trips. Boundaries: east=Ellsworth Rd; west=188th St. & Sossaman Rd; south=Hunt Highway; north=Chandler Hgts. Rd.

School Honors

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

Award/Honor	Year
Ü Presidential Academic Fitness Awards	2002
Ü 3rd Grade Was a Top Performing School on Stanford 9	2002
Ü 3rd Grade Was Top Performing School on AIMS	2002
Ü Lego Team Competiton Spirit Award	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	65	267	79306	100	99	99	450	462	445	11	4	10	20	12	18	50	58	51	20	26	20
All Students (Prior Year)	64	199	75509	97	100	100	540	553	521	4	4	13	24	19	23	22	25	33	49	52	31
Female	34	132	38691	100	99	99	443	460	446	11	4	10	25	13	18	46	60	52	18	23	20
Male	31	135	40583	100	99	99	457	464	445	11	5	11	14	10	18	54	56	50	21	29	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	29	72	32869	100	100	99	437	446	429	19	10	15	27	20	25	35	51	51	19	19	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	32	186	36197	100	99	99	460	468	463	4	2	5	15	9	11	63	59	53	19	29	31
Students with Disabilities	10	28	10321	100	100	100	415	417	389	38	20	30	13	20	27	50	52	34	0	8	9
Students without Disabilities	55	239	69060	95	97	98	456	468	454	6	2	7	21	11	17	50	59	54	23	28	22
Limited English Proficient Students	17	23	15509	100	100	100	416	401	406	29	20	20	21	30	30	43	45	45	7	5	5
Migrant Students	15	20	118	NA	NA	NA	430	432	419	20	20	25	13	15	21	53	55	50	13	10	3
Economically Disadvantaged	34	59	39415	97	97	96	440	448	431	16	11	15	31	25	25	34	44	50	19	20	10
Non-Economically Disadvantaged	31	208	39966	100	100	100	464	467	459	4	2	6	4	7	12	71	62	52	21	28	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	65	267	79395	100	0	99	440	463	446	11	4	9	21	13	25	64	68	55	4	15	11
All Students (Prior Year)	64	199	75492	97	100	100	533	540	519	0	3	12	17	12	16	53	47	47	30	38	24
Female	34	132	38743	100	0	100	436	465	451	7	2	7	29	15	24	61	67	57	4	16	12
Male	31	135	40618	100	0	99	444	460	440	14	6	11	14	11	27	68	69	53	4	14	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	29	72	32915	100	0	99	421	441	426	19	12	15	38	25	35	38	58	47	4	5	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	32	186	36221	100	0	99	451	470	465	4	1	4	7	9	15	89	72	63	0	18	17
Students with Disabilities	10	28	10331	100	0	100	420	417	388	25	16	25	13	20	37	63	56	34	0	8	4
Students without Disabilities	55	239	69139	95	0	99	443	468	454	8	2	7	23	12	24	65	70	58	4	16	11
Limited English Proficient Students	17	23	15545	100	0	100	406	388	399	29	25	21	43	40	42	29	35	35	0	0	1
Migrant Students	15	20	120	NA	NA	NA	414	415	414	27	30	20	33	25	45	40	45	35	0	0	0
Economically Disadvantaged	34	59	39484	97	0	96	429	444	429	16	11	14	28	25	35	50	49	47	6	15	4
Non-Economically Disadvantaged	31	208	39986	100	0	100	453	468	461	4	2	4	13	9	16	83	74	63	0	15	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	65	267	78869	100	99	99	442	463	442	4	1	6	25	18	21	70	65	63	2	16	10
All Students (Prior Year)	64	198	75053	97	100	99	639	627	597	2	3	7	6	10	12	81	75	72	10	12	9
Female	34	132	38536	100	99	99	446	475	458	0	0	4	25	14	15	75	69	67	0	17	14
Male	31	135	40302	100	99	99	439	452	428	7	3	8	25	22	26	64	61	60	4	14	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	29	73	32606	100	100	98	430	441	426	4	3	8	35	27	27	58	62	60	4	8	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	32	185	36078	100	99	99	449	470	459	4	1	4	19	16	16	78	65	66	0	18	14
Students with Disabilities	10	28	10246	100	100	100	410	415	367	13	4	18	38	28	39	50	64	40	0	4	4
Students without Disabilities	55	239	68697	95	97	98	448	469	454	2	1	4	23	17	18	73	65	67	2	17	11
Limited English Proficient Students	17	23	15339	100	100	100	411	383	399	7	10	11	50	40	31	43	50	54	0	0	3
Migrant Students	15	20	119	NA	NA	NA	417	411	402	7	10	16	40	35	30	53	55	53	0	0	1
Economically Disadvantaged	34	59	39106	97	97	95	431	440	427	3	2	8	34	35	28	59	55	59	3	9	5
Non-Economically Disadvantaged	31	208	39837	100	100	100	457	470	457	4	1	4	13	13	14	83	68	67	0	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	76	234	78906	96	99	99	512	514	498	11	7	13	9	13	19	52	56	48	28	25	20
All Students (Prior Year)	75	214	76019	99	100	100	514	513	499	5	4	14	38	39	39	14	14	14	44	43	33
Female	42	117	38644	91	98	99	508	515	500	10	5	12	8	13	19	56	56	49	26	26	19
Male	34	117	40236	100	100	99	519	512	497	12	8	15	12	12	19	44	56	46	32	24	20
African American	NC	10	4087	NC	100	99	NC	502	481	NC	0	20	NC	0	24	NC	100	45	NC	0	11
Hispanic	30	62	31938	97	100	99	503	502	481	21	16	19	10	11	25	52	60	46	17	13	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	41	158	36483	95	98	99	516	518	517	3	3	7	9	14	13	52	53	51	36	30	30
Students with Disabilities	15	28	10664	94	100	100	398	436	430	42	30	42	25	22	27	25	43	26	8	4	5
Students without Disabilities	61	206	68310	97	97	98	538	524	509	4	3	9	6	11	18	58	57	51	33	28	22
Limited English Proficient Students	NC	14	12573	NC	100	100	NC	376	454	NC	58	27	NC	0	30	NC	42	38	NC	0	5
Migrant Students	15	17	125	NA	NA	NA	492	491	476	27	24	18	13	18	35	47	47	42	13	12	5
Economically Disadvantaged	40	58	38679	93	85	96	507	509	483	14	9	20	14	15	25	59	59	45	14	17	10
Non-Economically Disadvantaged	36	176	40295	100	100	100	519	516	513	7	6	7	4	12	13	41	54	50	48	28	30

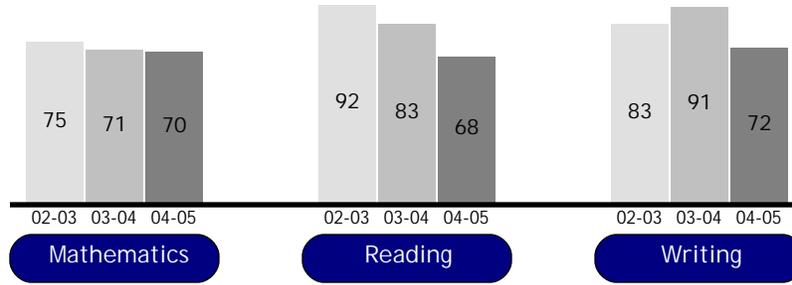
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	235	78908	97	0	99	479	497	484	6	5	10	14	14	23	77	69	58	3	12	9
All Students (Prior Year)	75	214	76020	99	100	100	503	506	503	15	10	25	26	24	23	48	54	40	11	12	12
Female	43	118	38648	93	0	99	480	499	489	5	3	8	15	15	22	77	68	61	3	14	10
Male	34	117	40233	100	0	99	478	495	479	8	7	12	12	13	25	76	70	55	4	10	8
African American	NC	10	4092	NC	0	99	NC	488	473	NC	0	12	NC	25	28	NC	75	54	NC	0	5
Hispanic	30	62	31940	97	0	99	480	478	465	10	13	16	28	25	32	62	60	49	0	2	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	99	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	42	159	36502	98	0	99	477	504	502	3	2	4	3	9	14	88	72	67	6	16	15
Students with Disabilities	16	29	10665	100	0	100	393	428	423	25	22	30	33	26	36	33	48	31	8	4	2
Students without Disabilities	61	206	68312	97	0	98	499	506	493	2	3	7	10	13	21	87	72	62	2	13	10
Limited English Proficient Students	NC	14	12556	NC	0	100	NC	364	436	NC	25	24	NC	67	40	NC	8	35	NC	0	1
Migrant Students	15	17	125	NA	NA	NA	478	475	457	20	24	22	20	18	40	60	59	38	0	0	0
Economically Disadvantaged	41	59	38662	95	0	96	485	486	468	8	9	16	19	19	32	73	70	49	0	2	3
Non-Economically Disadvantaged	36	176	40315	100	0	100	472	501	498	4	3	5	7	12	15	81	68	66	7	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	76	233	78750	96	99	99	506	521	500	3	4	6	21	18	29	73	74	63	3	4	2
All Students (Prior Year)	75	214	75673	99	100	100	544	563	530	11	10	12	24	19	25	62	64	58	3	7	4
Female	42	117	38586	91	98	99	517	537	515	3	2	4	13	9	22	82	83	71	3	6	3
Male	34	116	40135	100	100	99	489	504	486	4	6	8	32	28	35	60	65	56	4	1	1
African American	NC	10	4081	NC	100	99	NC	543	488	NC	0	8	NC	0	32	NC	100	59	NC	0	2
Hispanic	30	62	31841	97	100	99	509	509	483	3	7	8	24	22	36	69	69	55	3	2	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	41	157	36440	95	98	99	500	524	516	3	3	3	19	18	22	75	75	71	3	4	4
Students with Disabilities	16	29	10622	100	100	100	369	421	415	8	13	21	67	48	50	25	39	28	0	0	1
Students without Disabilities	60	204	68196	95	96	98	538	534	513	2	3	3	10	14	25	84	79	69	4	4	3
Limited English Proficient Students	NC	14	12504	NC	100	100	NC	362	451	NC	17	12	NC	50	44	NC	33	43	NC	0	1
Migrant Students	15	17	126	NA	NA	NA	493	482	464	7	12	14	33	35	44	60	53	41	0	0	0
Economically Disadvantaged	41	59	38558	95	87	96	509	512	485	3	4	8	27	24	37	70	72	54	0	0	1
Non-Economically Disadvantaged	35	174	40260	97	100	100	501	524	514	4	4	3	12	16	21	77	75	72	8	5	4

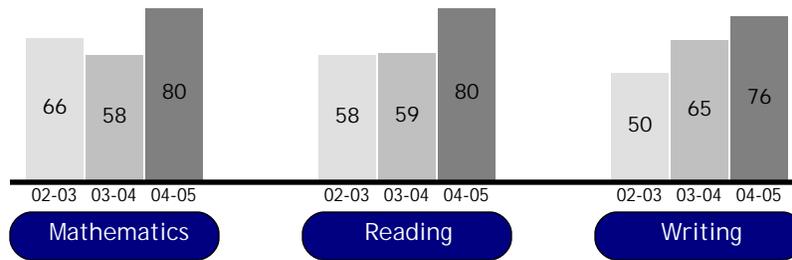
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	100	63	63	50	100	59	NA	58	97	44	57	47
	Language	100	53	54	43	100	45	57	50	97	53	62	47
	Mathematics	100	74	69	57	100	60	69	64	99	51	58	50
3	Reading	100	71	65	47	100	66	NA	55	100	42	55	44
	Language	100	78	68	54	100	75	70	61	100	41	56	44
	Mathematics	100	82	72	54	100	77	79	61	100	51	59	51
4	Reading	98	67	65	52	100	67	NA	56	100	54	60	48
	Language	98	57	59	48	100	65	63	52	100	56	61	49
	Mathematics	98	79	73	57	100	79	77	61	100	63	65	53
5	Reading	100	55	58	50	100	56	NA	55	95	57	60	50
	Language	100	47	49	46	100	58	60	49	95	57	60	50
	Mathematics	100	69	63	57	100	71	73	63	94	58	59	49

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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 Parent/Educator Relations
- Ü Curriculum Involvement
- Ü School Improvement
- Ü School Safety Issues
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	25.00
Other Professional Staff	2.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	8	2	0	0
7 to 9 years	4	1	0	0
10 or more years	3	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
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 Music Room
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü Dancing - Folklorico
- Ü Basketball Clinic
- Ü Homework Club
- Ü Chorus
- Ü Computer Club
- Ü Arts and Crafts Club
- Ü 5th grade band

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Health Services
- Ü Recreational Activities
- Ü School Counselor

School Achievements/Accomplishments 2004-05

- ü In grades 2-5, our students continue to demonstrate academic growth in the areas of reading, writing and math as measured by standardized testing.

- ü Students substantially exceeded established reading goals in the Accelerated Reader Program.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	9	12	12	17
Transfers In Rate ⁶	31	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	98	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

A cornerstone of the climate and community of QCE is our 'Character Counts' program. This program directly supports our school mission and goals and encourages citizenship. Self-esteem, drug prevention, decision making, bully prevention and peer pressure are components of the 'STARS' and Lion's Quest programs used in the 4th and 5th grades.

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) :

2

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	Erika Copeland	(480) 987-5920
Transportation Policy	Edd Hennerley	(480) 987-5982
Community Resources	Maria Silva	(480) 987-5991
School Nutrition Programs	Velma K. Penrod	(480) 987-5983
Parent Organization	Melissa Reed	(480) 987-5920
Student Health/Nurse	Dorothy McClure	(602) 987-5925

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.