

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

707 W. Grant, Phoenix, AZ 85006

Phoenix Elementary 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
2003-04 Performing
2002-03 Small School

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

School Overview

Principal/Administrator : Ms. Loraine Conley-Franklin
Schedule : 08:00 AM to 04:00 PM
Grades : Pre-K-6
2005 Enrollment : 295
Web Address : www.phxelem.k12.az.us
Phone Number : (602) 257-3830
Fax Number : (602) 257-2915
E-mail : loranie.conley-franklin@phxelem.k12.az.u

Mission

Dunbar school holds the belief that all students, parents, and staff share responsibility for academic achievement as guided by the Phoenix Elementary School District #1 anchors. We believe everyone in the school is expected to work to the best of their ability.

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 At Dunbar school, our goal is to have every student meeting the Arizona standards for reading as measured by the AIMS DPA for by the third grade.
- ü At Dunbar school, our goal is to have every student meeting the Arizona Standards in math and writing as measured by the AIMS-DPA by the fifth grade.

Enrollment

October 1, 2004 School Year Student Enrollment : 146
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 8

Instructional Programs

- ü Structured English Immersion
- ü 21st Century Afterschool programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

We will provide a clean and safe environment; maintain high expectations for children; treat each child with respect; use all resources available to enable each child to succeed academically.

Parents

Parents are expected to send their children to school every day on time; send their children to school ready to learn; help their children with their homework; and support their children's school.

Transportation Policy

Dunbar School provides bus transportation to and from the school for about 30% of the students attending the school.

School Honors

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

Award/Honor	Year
ü District Cheerleading Contest - 4th Place	2003
ü Academic Bowl for 6th Grade	2001
ü Writing Contest - 2nd Place	2003
ü Spelling Bee - 2nd & 3rd Place	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	22	918	79306	100	100	99	474	429	445	0	16	10	0	26	18	67	49	51	33	9	20
All Students (Prior Year)	29	944	75509	100	100	100	564	502	521	0	20	13	0	28	23	43	33	33	57	18	31
Female	11	462	38691	100	100	99	477	430	446	0	16	10	0	26	18	63	51	52	38	8	20
Male	11	453	40583	100	100	99	471	427	445	0	17	11	0	26	18	71	47	50	29	10	21
African American	NC	60	4041	NC	100	99	NC	421	426	NC	19	17	NC	30	23	NC	43	50	NC	9	10
Hispanic	16	789	32869	100	100	99	477	427	429	0	17	15	0	27	25	55	48	51	45	8	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	21	4264	--	100	100	--	425	419	--	12	19	--	35	30	--	53	45	--	0	6
White	--	45	36197	--	94	99	--	461	463	--	3	5	--	8	11	--	63	53	--	26	31
Students with Disabilities	NC	119	10321	NC	100	100	NC	391	389	NC	45	30	NC	30	27	NC	24	34	NC	1	9
Students without Disabilities	20	800	69060	100	100	98	476	435	454	0	12	7	0	26	17	62	53	54	38	10	22
Limited English Proficient Students	NC	521	15509	NC	100	100	NC	426	406	NC	16	20	NC	27	30	NC	50	45	NC	7	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	17	606	39415	100	95	96	471	427	431	0	16	15	0	28	25	67	49	50	33	6	10
Non-Economically Disadvantaged	NC	313	39966	NC	100	100	NC	433	459	NC	17	6	NC	22	12	NC	47	52	NC	14	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	22	918	79395	100	0	99	465	430	446	0	12	9	13	37	25	87	47	55	0	4	11
All Students (Prior Year)	30	947	75492	100	100	100	574	514	519	0	13	12	0	20	16	29	47	47	71	21	24
Female	11	463	38743	100	0	100	470	437	451	0	9	7	13	37	24	88	50	57	0	4	12
Male	11	452	40618	100	0	99	460	424	440	0	16	11	14	37	27	86	44	53	0	3	9
African American	NC	60	4052	NC	0	100	NC	425	434	NC	15	11	NC	34	29	NC	45	54	NC	6	6
Hispanic	16	789	32915	100	0	99	463	428	426	0	13	15	18	39	35	82	45	47	0	2	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	--	21	4271	--	0	100	--	433	420	--	12	15	--	35	42	--	53	41	--	0	2
White	--	45	36221	--	0	99	--	475	465	--	0	4	--	13	15	--	66	63	--	21	17
Students with Disabilities	NC	119	10331	NC	0	100	NC	396	388	NC	33	25	NC	41	37	NC	24	34	NC	2	4
Students without Disabilities	20	800	69139	100	0	99	467	436	454	0	9	7	15	37	24	85	50	58	0	4	11
Limited English Proficient Students	NC	520	15545	NC	0	100	NC	423	399	NC	14	21	NC	42	42	NC	43	35	NC	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	17	606	39484	100	0	96	463	427	429	0	13	14	17	40	35	83	45	47	0	2	4
Non-Economically Disadvantaged	NC	313	39986	NC	0	100	NC	438	461	NC	12	4	NC	30	16	NC	51	63	NC	7	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	22	917	78869	100	100	99	465	435	442	0	7	6	7	24	21	93	64	63	0	6	10
All Students (Prior Year)	30	937	75053	100	100	99	588	571	597	0	9	7	0	15	12	100	70	72	0	6	9
Female	11	462	38536	100	100	99	471	453	458	0	3	4	0	18	15	100	71	67	0	8	14
Male	11	452	40302	100	100	99	458	418	428	0	10	8	14	30	26	86	56	60	0	4	7
African American	NC	60	4015	NC	100	99	NC	429	430	NC	11	8	NC	23	24	NC	60	61	NC	6	7
Hispanic	16	787	32606	100	100	98	465	434	426	0	7	8	9	24	27	91	64	60	0	5	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	21	4245	--	100	100	--	445	423	--	0	9	--	24	26	--	71	61	--	6	4
White	--	46	36078	--	96	99	--	461	459	--	3	4	--	23	16	--	56	66	--	18	14
Students with Disabilities	NC	120	10246	NC	100	100	NC	361	367	NC	26	18	NC	48	39	NC	25	40	NC	1	4
Students without Disabilities	20	798	68697	100	100	98	461	447	454	0	3	4	8	20	18	92	70	67	0	6	11
Limited English Proficient Students	NC	518	15339	NC	100	100	NC	430	399	NC	8	11	NC	25	31	NC	63	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	17	607	39106	100	95	95	465	434	427	0	6	8	8	26	28	92	63	59	0	5	5
Non-Economically Disadvantaged	NC	311	39837	NC	100	100	NC	439	457	NC	8	4	NC	19	14	NC	64	67	NC	8	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	28	855	78906	100	100	99	465	475	498	48	24	13	14	26	19	29	43	48	10	7	20
All Students (Prior Year)	23	886	76019	92	100	100	494	477	499	5	21	14	42	51	39	16	9	14	37	18	33
Female	15	421	38644	100	100	99	470	478	500	50	20	12	10	25	19	30	48	49	10	7	19
Male	13	431	40236	100	100	99	462	471	497	45	28	15	18	27	19	27	38	46	9	8	20
African American	NC	53	4087	NC	100	99	NC	476	481	NC	19	20	NC	21	24	NC	58	45	NC	2	11
Hispanic	21	734	31938	100	100	99	461	472	481	56	26	19	11	27	25	22	41	46	11	7	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	NC	19	4593	NC	100	100	NC	468	467	NC	19	26	NC	38	29	NC	44	39	NC	0	6
White	NC	46	36483	NC	94	99	NC	520	517	NC	5	7	NC	8	13	NC	63	51	NC	25	30
Students with Disabilities	NC	130	10664	NC	100	100	NC	416	430	NC	66	42	NC	22	27	NC	11	26	NC	1	5
Students without Disabilities	19	727	68310	95	100	98	481	485	509	33	17	9	20	26	18	33	49	51	13	8	22
Limited English Proficient Students	13	453	12573	100	100	100	467	469	454	50	27	27	13	28	30	25	39	38	13	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	25	598	38679	100	100	96	469	474	483	44	25	20	17	27	25	28	41	45	11	6	10
Non-Economically Disadvantaged	NC	259	40295	NC	100	100	NC	475	513	NC	20	7	NC	21	13	NC	47	50	NC	11	30

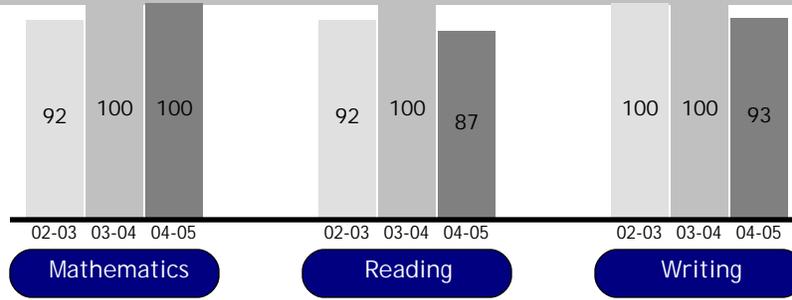
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	858	78908	100	0	99	462	466	484	24	15	10	29	32	23	48	49	58	0	3	9
All Students (Prior Year)	23	887	76020	92	100	100	497	494	503	21	36	25	42	29	23	37	30	40	0	5	12
Female	15	424	38648	100	0	99	463	472	489	30	11	8	20	31	22	50	53	61	0	4	10
Male	13	431	40233	100	0	99	461	460	479	18	20	12	36	33	25	45	45	55	0	2	8
African American	NC	53	4092	NC	0	99	NC	477	473	NC	12	12	NC	30	28	NC	58	54	NC	0	5
Hispanic	21	737	31940	100	0	99	457	462	465	28	17	16	28	33	32	44	47	49	0	3	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	NC	19	4569	NC	0	100	NC	468	457	NC	6	18	NC	31	39	NC	63	41	NC	0	2
White	NC	46	36502	NC	0	99	NC	521	502	NC	0	4	NC	13	14	NC	73	67	NC	15	15
Students with Disabilities	NC	130	10665	NC	0	100	NC	416	423	NC	37	30	NC	43	36	NC	20	31	NC	0	2
Students without Disabilities	19	731	68312	95	0	98	475	475	493	20	12	7	20	30	21	60	54	62	0	4	10
Limited English Proficient Students	13	456	12556	100	0	100	455	456	436	25	19	24	31	36	40	44	43	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	25	599	38662	100	0	96	462	466	468	22	16	16	28	35	32	50	47	49	0	2	3
Non-Economically Disadvantaged	NC	262	40315	NC	0	100	NC	467	498	NC	16	5	NC	24	15	NC	54	66	NC	6	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	27	857	78750	96	100	99	461	484	500	10	10	6	38	34	29	52	56	63	0	0	2
All Students (Prior Year)	24	883	75673	96	100	100	524	503	530	0	17	12	32	32	25	68	51	58	0	1	4
Female	15	424	38586	100	100	99	439	495	515	20	8	4	30	24	22	50	67	71	0	0	3
Male	12	430	40135	92	100	99	481	473	486	0	11	8	45	43	35	55	46	56	0	0	1
African American	NC	53	4081	NC	100	99	NC	472	488	NC	19	8	NC	30	32	NC	51	59	NC	0	2
Hispanic	20	736	31841	95	100	99	455	482	483	11	10	8	39	34	36	50	56	55	0	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	19	4586	NC	100	100	NC	485	481	NC	6	8	NC	44	37	NC	50	54	NC	0	1
White	NC	46	36440	NC	94	99	NC	526	516	NC	3	3	NC	20	22	NC	75	71	NC	3	4
Students with Disabilities	NC	130	10622	NC	100	100	NC	391	415	NC	36	21	NC	49	50	NC	16	28	NC	0	1
Students without Disabilities	18	729	68196	90	100	98	494	500	513	0	5	3	33	31	25	67	64	69	0	0	3
Limited English Proficient Students	12	454	12504	92	100	100	453	475	451	13	11	12	38	37	44	50	52	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	24	598	38558	96	100	96	463	483	485	11	10	8	33	35	37	56	54	54	0	0	1
Non-Economically Disadvantaged	NC	261	40260	NC	100	100	NC	484	514	NC	9	3	NC	28	21	NC	62	72	NC	1	4

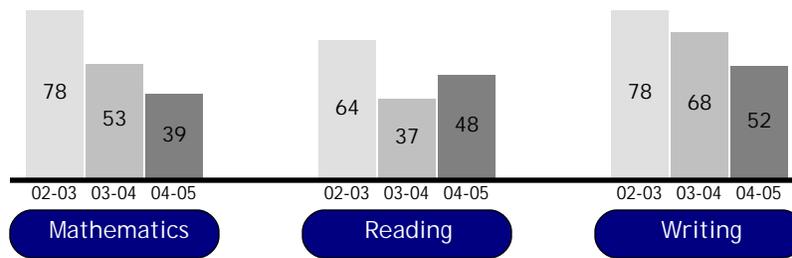
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	95	34	36	50	91	NA	NA	58	100	39	36	47
	Language	93	19	29	43	91	NA	41	50	100	42	39	47
	Mathematics	100	53	46	57	96	NA	57	64	100	47	39	50
3	Reading	93	51	34	47	86	NA	NA	55	100	47	32	44
	Language	93	58	44	54	90	NA	56	61	100	50	35	44
	Mathematics	100	80	42	54	93	NA	51	61	100	71	39	51
4	Reading	100	36	29	52	100	47	NA	56	100	34	37	48
	Language	100	38	33	48	100	47	43	52	100	34	38	49
	Mathematics	100	44	37	57	100	66	44	61	100	41	38	53
5	Reading	100	67	30	50	88	59	NA	55	100	33	39	50
	Language	94	75	34	46	88	69	40	49	100	35	39	50
	Mathematics	100	87	38	57	88	82	48	63	100	26	35	49
6	Reading	100	39	39	53	100	45	NA	56	96	40	42	51
	Language	100	43	32	45	100	37	38	48	96	34	38	47
	Mathematics	100	61	51	62	100	71	55	66	96	37	40	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)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Student Discipline
- Ü Extracurricular Activities
- Ü Adult Language Program

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	.50	Teacher	19.50
Other Professional Staff	.50	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	21
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 Computer Labs
- Ü Media Center

Extracurricular Activities

- Ü 21 Century Programs

Social Services

- Ü Afterschool Program(Peer Club)

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü Dunbar School is one of the first schools in Phoenix to use the Lightspan EduTest Program enabling frequent, on-going assessments tied to State Standards.

ü Dunbar school is registered as a Historic Landmark with the city of Phoenix.

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	15	12	12	17
Transfers In Rate ⁶	112	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	89	96	95	81
Retention Rate ⁹	6	1	1	3
Dropout Rate ¹⁰	3	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

Closed campus, crossing guard, adult supervision, school safety patrol, monthly fire drills, and quarterly lockdown drills.

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	Loraine Conley-Franklin	(602) 257-3830
Transportation Policy	Mike Fisher	(602) 257-3929
Community Resources	Irene Cabecera	(602) 257-3830
School Nutrition Programs	Michelle Burkhart	(602) 257-3741
Parent Organization		
Student Health/Nurse	Hortensica Mercado	(602) 257-3832

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 295 Copies = \$113.00

** 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.