

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

804 N. 18th Street, 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 Performing

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

School Overview

Principal/Administrator : Mr. Danny Hernandez
Schedule : 08:15 AM to 04:00 PM
Grades : Pre-K-6
2005 Enrollment : 509
Web Address : www.phxelem.k12.az.us/school_sites/Edison
Phone Number : (602) 257-3848
Fax Number : (602) 257-3704
E-mail : danny.hernandez@phxelem.k12.az.us

Mission

The mission of Thomas A. Edison Elementary School is to create and maintain an environment that ensure that all students reach a high level of academic achievement as determined by state and national standards. We commit to a comprehensive system of support to assure this outcome.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Not Met

School Improvement Status (b)

2004-05 N/A
2003-04 Year 2
2002-03 Year 2

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü The students at Thomas A. Edison will improve their reading scores by 10% as evident by thirh and fifth grade AIMS scores in April 2006.
- ü The students at Thomas A. Edison school will improve their writing scores by 10% as evident by the third and fifth grade AIMS scores in April 2006.
- ü The students at Thomas A. Edison will improve their math scores by 10% as evident by third and fifth grade AIMS scores in April 2006.
- ü Parental involvement at Thomas A. Edison school will improve by 10% during 2005-2006.

Enrollment

October 1, 2004 School Year Student Enrollment : 511
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 81

Instructional Programs

- Ü Ability Reading Rouping
- Ü Sheltered English Instruction
- Ü Leap Frog
- Ü Law-related Education
- Ü After School Tutoring Program

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 7 hours 0 minutes
First Day of School : 8/8/2005
Last Day of School : 6/9/2006

Shared Responsibilities

School

The school is responsible for providing all required materials to students. Teachers have high expectations of all students in both academics and behavior.

Parents

Parents are responsible for teaching their children appropriate behavior and supporting the school's guidelines on academics and behavior. In the fall, they sign a compact to this effect.

Transportation Policy

Phoenix Elementary transports all students who are in self-contained special education classes. These students may be transported from the entire district.

School Honors

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

Award/Honor	Year
Ü NAESP/Honor Student Council	2000
Ü Speech Contest Winner	2002
Ü NAEYC Accreditation	2002
Ü Nurse - Nationally Certified	2001

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	918	79306	100	100	99	409	429	445	22	16	10	31	26	18	46	49	51	0	9	20
All Students (Prior Year)	58	944	75509	100	100	100	467	502	521	60	20	13	10	28	23	30	33	33	0	18	31
Female	29	462	38691	100	100	99	422	430	446	13	16	10	35	26	18	52	51	52	0	8	20
Male	36	453	40583	100	100	99	399	427	445	29	17	11	29	26	18	42	47	50	0	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	56	789	32869	98	100	99	418	427	429	21	17	15	30	27	25	49	48	51	0	8	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	--	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	56	800	69060	98	100	98	423	435	454	13	12	7	31	26	17	56	53	54	0	10	22
Limited English Proficient Students	55	521	15509	100	100	100	410	426	406	21	16	20	30	27	30	49	50	45	0	7	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	53	606	39415	90	95	96	418	427	431	20	16	15	33	28	25	47	49	50	0	6	10
Non-Economically Disadvantaged	12	313	39966	100	100	100	326	433	459	40	17	6	20	22	12	40	47	52	0	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	65	918	79395	100	0	99	416	430	446	19	12	9	35	37	25	44	47	55	2	4	11
All Students (Prior Year)	58	947	75492	100	100	100	501	514	519	20	13	12	40	20	16	20	47	47	20	21	24
Female	29	463	38743	100	0	100	428	437	451	13	9	7	35	37	24	48	50	57	4	4	12
Male	36	452	40618	100	0	99	406	424	440	23	16	11	35	37	27	42	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	56	789	32915	98	0	99	424	428	426	15	13	15	38	39	35	45	45	47	2	2	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	--	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	56	800	69139	98	0	99	426	436	454	16	9	7	36	37	24	47	50	58	2	4	11
Limited English Proficient Students	55	520	15545	100	0	100	415	423	399	17	14	21	38	42	42	43	43	35	2	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	53	606	39484	90	0	96	422	427	429	18	13	14	37	40	35	43	45	47	2	2	4
Non-Economically Disadvantaged	12	313	39986	100	0	100	354	438	461	20	12	4	20	30	16	60	51	63	0	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	65	917	78869	100	100	99	435	435	442	9	7	6	15	24	21	70	64	63	6	6	10
All Students (Prior Year)	58	937	75053	100	100	99	513	571	597	10	9	7	20	15	12	70	70	72	0	6	9
Female	29	462	38536	100	100	99	472	453	458	0	3	4	4	18	15	87	71	67	9	8	14
Male	36	452	40302	100	100	99	407	418	428	16	10	8	23	30	26	58	56	60	3	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	56	787	32606	98	100	98	445	434	426	6	7	8	15	24	27	72	64	60	6	5	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	--	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	56	798	68697	98	100	98	459	447	454	0	3	4	13	20	18	80	70	67	7	6	11
Limited English Proficient Students	55	518	15339	100	100	100	435	430	399	9	8	11	15	25	31	70	63	54	6	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	53	607	39106	90	95	95	445	434	427	6	6	8	14	26	28	73	63	59	6	5	5
Non-Economically Disadvantaged	12	311	39837	100	100	100	335	439	457	40	8	4	20	19	14	40	64	67	0	8	15

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

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 3

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	74	855	78906	100	100	99	466	475	498	23	24	13	35	26	19	35	43	48	6	7	20
All Students (Prior Year)	60	886	76019	100	100	100	482	477	499	22	21	14	46	51	39	11	9	14	22	18	33
Female	41	421	38644	100	100	99	461	478	500	27	20	12	30	25	19	41	48	49	3	7	19
Male	33	431	40236	100	100	99	473	471	497	18	28	15	43	27	19	29	38	46	11	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	70	734	31938	100	100	99	466	472	481	23	26	19	34	27	25	36	41	46	7	7	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	--	19	4593	--	100	100	--	468	467	--	19	26	--	38	29	--	44	39	--	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	12	130	10664	100	100	100	410	416	430	75	66	42	8	22	27	8	11	26	8	1	5
Students without Disabilities	62	727	68310	98	100	98	479	485	509	11	17	9	42	26	18	42	49	51	6	8	22
Limited English Proficient Students	56	453	12573	100	100	100	466	469	454	26	27	27	30	28	30	37	39	38	7	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	64	598	38679	94	100	96	475	474	483	21	25	20	34	27	25	38	41	45	7	6	10
Non-Economically Disadvantaged	10	259	40295	100	100	100	329	475	513	50	20	7	50	21	13	0	47	50	0	11	30

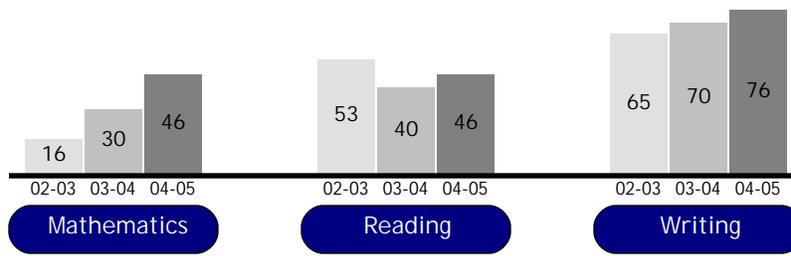
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	858	78908	100	0	99	451	466	484	14	15	10	49	32	23	37	49	58	0	3	9
All Students (Prior Year)	60	887	76020	100	100	100	489	494	503	51	36	25	27	29	23	19	30	40	3	5	12
Female	42	424	38648	100	0	99	447	472	489	11	11	8	51	31	22	38	53	61	0	4	10
Male	33	431	40233	100	0	99	455	460	479	18	20	12	46	33	25	36	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	71	737	31940	100	0	99	449	462	465	15	17	16	48	33	32	38	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	--	19	4569	--	0	100	--	468	457	--	6	18	--	31	39	--	63	41	--	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	12	130	10665	100	0	100	412	416	423	25	37	30	58	43	36	17	20	31	0	0	2
Students without Disabilities	63	731	68312	100	0	98	459	475	493	11	12	7	47	30	21	42	54	62	0	4	10
Limited English Proficient Students	57	456	12556	100	0	100	444	456	436	17	19	24	52	36	40	31	43	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	64	599	38662	94	0	96	459	466	468	10	16	16	51	35	32	39	47	49	0	2	3
Non-Economically Disadvantaged	11	262	40315	100	0	100	318	467	498	75	16	5	25	24	15	0	54	66	0	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	74	857	78750	100	100	99	473	484	500	11	10	6	42	34	29	48	56	63	0	0	2
All Students (Prior Year)	59	883	75673	100	100	100	476	503	530	22	17	12	32	32	25	46	51	58	0	1	4
Female	42	424	38586	100	100	99	470	495	515	14	8	4	35	24	22	51	67	71	0	0	3
Male	32	430	40135	100	100	99	477	473	486	7	11	8	50	43	35	43	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	70	736	31841	100	100	99	474	482	483	11	10	8	38	34	36	51	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	--	19	4586	--	100	100	--	485	481	--	6	8	--	44	37	--	50	54	--	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	12	130	10622	100	100	100	380	391	415	33	36	21	67	49	50	0	16	28	0	0	1
Students without Disabilities	62	729	68196	98	100	98	494	500	513	6	5	3	36	31	25	58	64	69	0	0	3
Limited English Proficient Students	56	454	12504	100	100	100	471	475	451	11	11	12	41	37	44	48	52	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	63	598	38558	93	100	96	483	483	485	8	10	8	44	35	37	48	54	54	0	0	1
Non-Economically Disadvantaged	11	261	40260	100	100	100	328	484	514	50	9	3	0	28	21	50	62	72	0	1	4

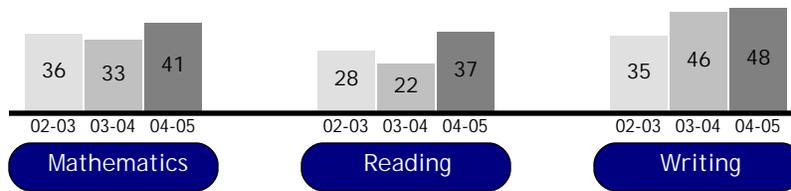
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	98	22	36	50	99	NA	NA	58	100	27	36	47
	Language	98	14	29	43	97	NA	41	50	100	30	39	47
	Mathematics	100	27	46	57	100	43	57	64	100	33	39	50
3	Reading	98	26	34	47	100	34	NA	55	98	27	32	44
	Language	100	35	44	54	100	46	56	61	98	29	35	44
	Mathematics	100	22	42	54	98	26	51	61	98	34	39	51
4	Reading	98	19	29	52	99	18	NA	56	98	30	37	48
	Language	100	27	33	48	99	30	43	52	98	29	38	49
	Mathematics	100	27	37	57	99	21	44	61	98	27	38	53
5	Reading	97	28	30	50	95	27	NA	55	100	33	39	50
	Language	100	32	34	46	97	33	40	49	100	32	39	50
	Mathematics	100	35	38	57	97	41	48	63	100	33	35	49
6	Reading	94	45	39	53	100	32	NA	56	100	46	42	51
	Language	98	43	32	45	100	28	38	48	100	38	38	47
	Mathematics	98	54	51	62	100	52	55	66	100	45	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)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Facilities Planning
- Ü Budget
- Ü Parent/Educator Relations
- Ü School/Business Partnerships
- Ü Curriculum Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	31.00
Other Professional Staff	5.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	6
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 Media Center
- Ü Multipurpose Room
- Ü Computer Lab
- Ü Parent Room

Extracurricular Activities

- Ü Student Council
- Ü Band
- Ü Chorus
- Ü Cheerleading
- Ü Think Together
- Ü 21st Century

Social Services

- Ü Family Support Team
- Ü Asthma Breathmobile
- Ü City of Phoenix Housing
- Ü Nutrition Program for Parents

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü Fifth and sixth grades saw an increase on AIMS. Fifth grade students had an increase in AIMS over previous years in all areas from 5% to 17%.

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	17	12	12	17
Transfers In Rate ⁶	46	28	28	37
Stability Rate ⁷	83	87	87	82
Promotion Rate ⁸	89	96	95	81
Retention Rate ⁹	4	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

Thomas A. Edison has taught Lifeskills for several years. All classes work with a Safe Schools Officer who teaches the law-related education curriculum. Edison School also adheres to a strict policy of enforcement regarding violence.

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	Danny Hernandez	(602) 257-3867
Transportation Policy	Mike Fisher	(602) 257-2811
Community Resources	Teresa Carreon	(602) 257-0243
School Nutrition Programs		(602) 257-3741
Parent Organization	Leticia Orozco	(602) 257-3848
Student Health/Nurse	Sara McWhorter	(602) 257-3850

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.

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

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.