

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

915 E Palm Ln, 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 Plus
2003-04	Performing
2002-03	Underperforming

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

School Overview

Principal/Administrator : Mrs. Garthanne deOcampo
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-6
 2005 Enrollment : 549
 Web Address : www.phxelem.k12.az.us
 Phone Number : (602) 257-3853
 Fax Number : (602) 257-3937
 E-mail : garthanne.deocampo@phxelem.k12.az.us

Mission

At Emerson School, we have high expectations for student behavior and achievement. The parents, students and staff are dedicated to helping everyone at our school achieve to their full potential.

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 Students at Emerson School will increase their reading AIMS scores by 10% in the third and fifth grades as measured by the 2006 AIMS report.
- ü Students at Emerson School will increase their math AIMS scores by 10% in third and fifth grades as measured by the 2006 AIMS report.
- ü Students at Emerson School will increase their writing AIMS scores by 10% in third and fifth grade as measured by the 2006 AIMS report.

Enrollment

October 1, 2004 School Year Student Enrollment : 593
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 241

Instructional Programs

- ü At-risk Preschool
- ü Full-day Kindergarten
- ü Special Education Preschool
- ü On-site Special Education Classes
- ü 21st Century Grant
- ü After School Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/8/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

Emerson School is a public school that provides all the necessities for a quality education at no cost to the parent.

Parents

Parents will be involved in activities that affect the educational growth of their child. Parents are expected to have their child in school daily, on time, properly dressed in the school uniform and maintain their child's health records.

Transportation Policy

We transport special education students whose IEP require busing; students living within a one-mile radius of the school; or where hazardous routes exit; and preschool students.

School Honors

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

Award/Honor	Year
ü NAEYC Accredited Preschools	2001
ü National Board Certified Teacher	2000

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	73	918	79306	100	100	99	411	429	445	28	16	10	32	26	18	40	49	51	0	9	20
All Students (Prior Year)	80	944	75509	100	100	100	488	502	521	22	20	13	41	28	23	19	33	33	19	18	31
Female	33	462	38691	100	100	99	412	430	446	23	16	10	40	26	18	37	51	52	0	8	20
Male	40	453	40583	100	100	99	411	427	445	31	17	11	26	26	18	43	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	60	789	32869	100	100	99	407	427	429	32	17	15	32	27	25	36	48	51	0	8	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	NC	21	4264	NC	100	100	NC	425	419	NC	12	19	NC	35	30	NC	53	45	NC	0	6
White	NC	45	36197	NC	94	99	NC	461	463	NC	3	5	NC	8	11	NC	63	53	NC	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	64	800	69060	100	100	98	415	435	454	25	12	7	30	26	17	46	53	54	0	10	22
Limited English Proficient Students	38	521	15509	100	100	100	408	426	406	29	16	20	32	27	30	39	50	45	0	7	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	35	606	39415	88	95	96	413	427	431	28	16	15	31	28	25	41	49	50	0	6	10
Non-Economically Disadvantaged	38	313	39966	100	100	100	410	433	459	27	17	6	33	22	12	39	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	73	918	79395	100	0	99	422	430	446	20	12	9	31	37	25	49	47	55	0	4	11
All Students (Prior Year)	80	947	75492	100	100	100	517	514	519	11	13	12	15	20	16	59	47	47	15	21	24
Female	33	463	38743	100	0	100	429	437	451	13	9	7	27	37	24	60	50	57	0	4	12
Male	40	452	40618	100	0	99	416	424	440	26	16	11	34	37	27	40	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	60	789	32915	100	0	99	419	428	426	23	13	15	32	39	35	45	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	NC	21	4271	NC	0	100	NC	433	420	NC	12	15	NC	35	42	NC	53	41	NC	0	2
White	NC	45	36221	NC	0	99	NC	475	465	NC	0	4	NC	13	15	NC	66	63	NC	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	64	800	69139	100	0	99	430	436	454	11	9	7	33	37	24	56	50	58	0	4	11
Limited English Proficient Students	38	520	15545	100	0	100	419	423	399	29	14	21	20	42	42	51	43	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	35	606	39484	88	0	96	425	427	429	19	13	14	31	40	35	50	45	47	0	2	4
Non-Economically Disadvantaged	38	313	39986	100	0	100	419	438	461	21	12	4	30	30	16	48	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	73	917	78869	100	100	99	410	435	442	12	7	6	28	24	21	57	64	63	3	6	10
All Students (Prior Year)	80	937	75053	100	100	99	545	571	597	22	9	7	4	15	12	70	70	72	4	6	9
Female	33	462	38536	100	100	99	449	453	458	7	3	4	13	18	15	73	71	67	7	8	14
Male	40	452	40302	100	100	99	378	418	428	17	10	8	40	30	26	43	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	60	787	32606	100	100	98	406	434	426	13	7	8	28	24	27	55	64	60	4	5	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	NC	21	4245	NC	100	100	NC	445	423	NC	0	9	NC	24	26	NC	71	61	NC	6	4
White	NC	46	36078	NC	96	99	NC	461	459	NC	3	4	NC	23	16	NC	56	66	NC	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	64	798	68697	100	100	98	427	447	454	9	3	4	23	20	18	65	70	67	4	6	11
Limited English Proficient Students	38	518	15339	100	100	100	404	430	399	15	8	11	27	25	31	56	63	54	2	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	35	607	39106	88	95	95	405	434	427	13	6	8	31	26	28	53	63	59	3	5	5
Non-Economically Disadvantaged	38	311	39837	100	100	100	416	439	457	12	8	4	24	19	14	61	64	67	3	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	59	855	78906	100	100	99	494	475	498	20	24	13	11	26	19	54	43	48	15	7	20
All Students (Prior Year)	69	886	76019	100	100	100	475	477	499	23	21	14	57	51	39	4	9	14	15	18	33
Female	29	421	38644	100	100	99	498	478	500	12	20	12	12	25	19	60	48	49	16	7	19
Male	30	431	40236	100	100	99	490	471	497	28	28	15	10	27	19	48	38	46	14	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	49	734	31938	100	100	99	492	472	481	22	26	19	11	27	25	54	41	46	13	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	NC	130	10664	NC	100	100	NC	416	430	NC	66	42	NC	22	27	NC	11	26	NC	1	5
Students without Disabilities	53	727	68310	100	100	98	503	485	509	10	17	9	13	26	18	60	49	51	17	8	22
Limited English Proficient Students	26	453	12573	100	100	100	490	469	454	22	27	27	13	28	30	53	39	38	13	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	31	598	38679	91	100	96	501	474	483	10	25	20	10	27	25	66	41	45	14	6	10
Non-Economically Disadvantaged	28	259	40295	100	100	100	486	475	513	32	20	7	12	21	13	40	47	50	16	11	30

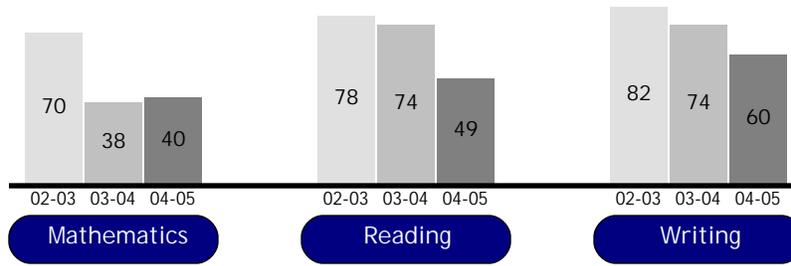
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	858	78908	100	0	99	486	466	484	19	15	10	9	32	23	65	49	58	7	3	9
All Students (Prior Year)	69	887	76020	100	100	100	492	494	503	34	36	25	32	29	23	30	30	40	4	5	12
Female	29	424	38648	100	0	99	491	472	489	12	11	8	16	31	22	60	53	61	12	4	10
Male	30	431	40233	100	0	99	482	460	479	24	20	12	3	33	25	69	45	55	3	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	49	737	31940	100	0	99	483	462	465	20	17	16	11	33	32	63	47	49	7	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	NC	130	10665	NC	0	100	NC	416	423	NC	37	30	NC	43	36	NC	20	31	NC	0	2
Students without Disabilities	53	731	68312	100	0	98	496	475	493	10	12	7	8	30	21	73	54	62	8	4	10
Limited English Proficient Students	26	456	12556	100	0	100	480	456	436	22	19	24	9	36	40	66	43	35	3	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	31	599	38662	91	0	96	496	466	468	10	16	16	3	35	32	79	47	49	7	2	3
Non-Economically Disadvantaged	28	262	40315	100	0	100	475	467	498	28	16	5	16	24	15	48	54	66	8	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	59	857	78750	100	100	99	498	484	500	11	10	6	20	34	29	69	56	63	0	0	2
All Students (Prior Year)	69	883	75673	100	100	100	487	503	530	15	17	12	32	32	25	53	51	58	0	1	4
Female	29	424	38586	100	100	99	500	495	515	16	8	4	8	24	22	76	67	71	0	0	3
Male	30	430	40135	100	100	99	496	473	486	7	11	8	31	43	35	62	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	49	736	31841	100	100	99	500	482	483	9	10	8	22	34	36	70	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	NC	130	10622	NC	100	100	NC	391	415	NC	36	21	NC	49	50	NC	16	28	NC	0	1
Students without Disabilities	53	729	68196	100	100	98	508	500	513	8	5	3	15	31	25	77	64	69	0	0	3
Limited English Proficient Students	26	454	12504	100	100	100	495	475	451	13	11	12	16	37	44	72	52	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	31	598	38558	91	100	96	514	483	485	10	10	8	10	35	37	79	54	54	0	0	1
Non-Economically Disadvantaged	28	261	40260	100	100	100	479	484	514	12	9	3	32	28	21	56	62	72	0	1	4

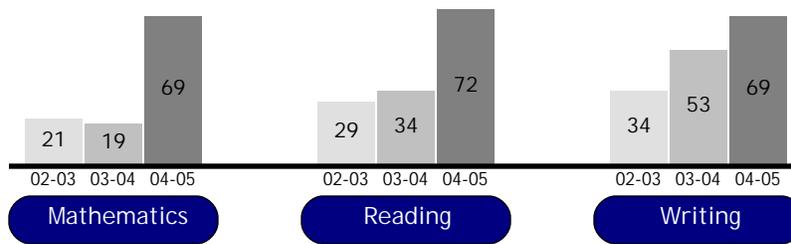
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	78	29	36	50	93	40	NA	58	98	33	36	47
	Language	100	21	29	43	95	27	41	50	98	32	39	47
	Mathematics	100	29	46	57	96	27	57	64	98	26	39	50
3	Reading	100	33	34	47	99	48	NA	55	100	28	32	44
	Language	100	46	44	54	100	57	56	61	100	30	35	44
	Mathematics	100	35	42	54	100	40	51	61	100	29	39	51
4	Reading	100	30	29	52	100	49	NA	56	100	40	37	48
	Language	98	32	33	48	100	56	43	52	100	38	38	49
	Mathematics	98	29	37	57	100	55	44	61	100	37	38	53
5	Reading	100	24	30	50	91	33	NA	55	100	48	39	50
	Language	100	32	34	46	96	37	40	49	100	51	39	50
	Mathematics	100	31	38	57	96	42	48	63	100	45	35	49
6	Reading	100	36	39	53	98	38	NA	56	100	42	42	51
	Language	100	44	32	45	98	44	38	48	100	38	38	47
	Mathematics	100	37	51	62	98	41	55	66	98	38	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)
- 8 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Student Discipline Procedures
- Ü Input in Budget Decisions
- Ü Involved in Schoolwide Planning
- Ü Planning of Extracurricular Activities
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	3.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	4	0	0	0
7 to 9 years	1	5	0	0
10 or more years	7	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	28
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 Art Room
- Ü Multipurpose Room
- Ü Media Center
- Ü Music Room with Piano Lab

Extracurricular Activities

- Ü Student Council
- Ü Band

Social Services

- Ü Afterschool Program
- Ü Phoenix Boys Training Choir
- Ü Clothing/Food Banks
- Ü Counseling Services
- Ü Crisis Intervention

ü Winners in the district track meet.

ü Winners in student art contest.

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	15	12	12	17
Transfers In Rate ⁶	39	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	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

Our preschool and afterschool programs are licensed by the Arizona Health Department. We have a mandatory uniform policy. We use peer mediation. We educate parents, students and staff about school policies, procedures, and crisis plans.

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	Garthanne de Ocampo	(602) 257-3853
Transportation Policy	Mike Fisher	(602) 257-3799
Community Resources	Garthanne de Ocampo/J. Gallardo	(602) 257-3853
School Nutrition Programs	Michelle Burkhart	(602) 257-3741
Parent Organization	Mary Negrete	(602) 257-3853
Student Health/Nurse	Sharon Laughlin	(602) 257-3855

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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** 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.