

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2301 W Thomas Rd, Phoenix, AZ 85015

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 Underperforming

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

School Overview

Principal/Administrator : Mr. Alberto Castruita
Schedule : 08:15 AM to 04:00 PM
Grades : K-6
2005 Enrollment : 599
Web Address : www.phxelem.k12.az.us/school_sites/Hea
Phone Number : (602) 257-3880
Fax Number : (602) 257-3881
E-mail : alberto.castruita@phxelem.k12.az.us

Mission

It is the mission of Heard School to provide the best quality instruction to each child in order that he/she will become a successful life-long learner and a positive, effective contributor to our democratic, multicutl society. We will promote respect and acceptance of self and others. We will provide students with decision-making strategies, and the literacy and communication skills necessary to function effectively in a democratic, multicultural society.

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 Out of Improvement
2002-03 Year 1

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

School / Academic Goals

- ü The percentage of students meeting or exceeding the state standards, as measured by AIMS will increase by 8 percent.
- ü The percentage of students falling far below the standards, as measured by AIMS, will decrease by 5 percent.
- ü Students obtaining one years growth, as measured by MAP, will increase by 8 percent.
- ü Seventy-five percent of all students will exhibit one years growth as indicated by the Galileo assessment results.

Enrollment

October 1, 2004 School Year Student Enrollment : 606
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 61

Instructional Programs

- Ü Integrated Curriculum/Instruction
- Ü Structured English Immersion
- Ü Full-day Kindergarten
- Ü Head Start Preschool
- Ü Accelerated Reading
- Ü Accelerated Math
- Ü Extended Day and Saturday School
- Ü Special Education Resource

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/8/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

Staff shall have high expectations for all students, and prepare students to be reading at grade level by third grade and at grade level in math and writing by fifth grade. Staff shall follow the Academic and Professional Arizona State Standards.

Parents

Parents are to be actively involved in their child's education: by getting their child to school and on time each day, by reading school notices, assisting their child with homework, attending parent conferences, and supporting the school's discipline policy and instructional programs. They will also provide a nurturing and caring home environment that supports their child's education.

Transportation Policy

Bus transportation is provided for students to and from school for students who live more than one driven mile from school, and for special education students whose handicapping conditions require it as indicated in their IEP.

School Honors

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

Award/Honor	Year
Ü State Teacher of the Year (Friendly House/Wells Fargo)	2005
Ü Hispanic Teacher of the Year (AABE)	2003
Ü Intel Corporation Grant Partnership	2003
Ü Social Venture Grant Partnership	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	68	918	79306	97	100	99	427	429	445	12	16	10	31	26	18	49	49	51	8	9	20
All Students (Prior Year)	82	944	75509	100	100	100	495	502	521	17	20	13	40	28	23	29	33	33	14	18	31
Female	34	462	38691	97	100	99	425	430	446	17	16	10	33	26	18	42	51	52	8	8	20
Male	34	453	40583	97	100	99	430	427	445	8	17	11	28	26	18	56	47	50	8	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	52	789	32869	100	100	99	426	427	429	13	17	15	34	27	25	45	48	51	8	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	60	800	69060	97	100	98	431	435	454	12	12	7	26	26	17	52	53	54	10	10	22
Limited English Proficient Students	27	521	15509	93	100	100	423	426	406	14	16	20	31	27	30	52	50	45	3	7	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	46	606	39415	75	95	96	419	427	431	14	16	15	33	28	25	51	49	50	2	6	10
Non-Economically Disadvantaged	22	313	39966	100	100	100	487	433	459	0	17	6	17	22	12	33	47	52	50	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	68	918	79395	97	0	99	433	430	446	8	12	9	39	37	25	51	47	55	2	4	11
All Students (Prior Year)	82	947	75492	100	100	100	511	514	519	24	13	12	15	20	16	33	47	47	27	21	24
Female	34	463	38743	97	0	100	438	437	451	8	9	7	33	37	24	58	50	57	0	4	12
Male	34	452	40618	97	0	99	428	424	440	8	16	11	44	37	27	44	44	53	4	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	52	789	32915	100	0	99	432	428	426	11	13	15	34	39	35	53	45	47	3	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	60	800	69139	97	0	99	435	436	454	7	9	7	36	37	24	55	50	58	2	4	11
Limited English Proficient Students	27	520	15545	93	0	100	423	423	399	10	14	21	41	42	42	48	43	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	46	606	39484	75	0	96	427	427	429	9	13	14	42	40	35	49	45	47	0	2	4
Non-Economically Disadvantaged	22	313	39986	100	0	100	472	438	461	0	12	4	17	30	16	67	51	63	17	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	68	917	78869	97	100	99	441	435	442	4	7	6	24	24	21	63	64	63	8	6	10
All Students (Prior Year)	82	937	75053	100	100	99	577	571	597	6	9	7	18	15	12	71	70	72	6	6	9
Female	34	462	38536	97	100	99	455	453	458	0	3	4	21	18	15	67	71	67	13	8	14
Male	34	452	40302	97	100	99	427	418	428	8	10	8	28	30	26	60	56	60	4	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	51	787	32606	100	100	98	446	434	426	3	7	8	22	24	27	68	64	60	8	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	60	798	68697	97	100	98	450	447	454	2	3	4	19	20	18	69	70	67	10	6	11
Limited English Proficient Students	26	518	15339	90	100	100	450	430	399	0	8	11	25	25	31	68	63	54	7	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	46	607	39106	75	95	95	436	434	427	5	6	8	26	26	28	65	63	59	5	5	5
Non-Economically Disadvantaged	22	311	39837	100	100	100	476	439	457	0	8	4	17	19	14	50	64	67	33	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	74	855	78906	100	100	99	476	475	498	15	24	13	32	26	19	50	43	48	3	7	20
All Students (Prior Year)	77	886	76019	100	100	100	474	477	499	23	21	14	54	51	39	0	9	14	23	18	33
Female	35	421	38644	100	100	99	480	478	500	7	20	12	36	25	19	54	48	49	4	7	19
Male	39	431	40236	100	100	99	472	471	497	22	28	15	28	27	19	47	38	46	3	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	60	734	31938	100	100	99	477	472	481	14	26	19	31	27	25	51	41	46	4	7	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	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	66	727	68310	100	100	98	481	485	509	11	17	9	30	26	18	56	49	51	4	8	22
Limited English Proficient Students	37	453	12573	100	100	100	478	469	454	14	27	27	30	28	30	51	39	38	5	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	59	598	38679	92	100	96	475	474	483	16	25	20	30	27	25	50	41	45	4	6	10
Non-Economically Disadvantaged	15	259	40295	100	100	100	491	475	513	0	20	7	50	21	13	50	47	50	0	11	30

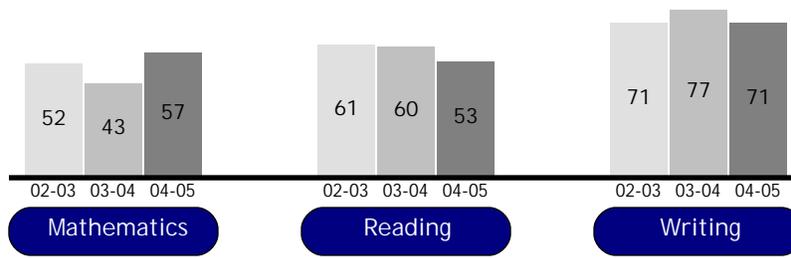
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	858	78908	100	0	99	472	466	484	7	15	10	32	32	23	60	49	58	2	3	9
All Students (Prior Year)	77	887	76020	100	100	100	497	494	503	40	36	25	23	29	23	29	30	40	8	5	12
Female	35	424	38648	100	0	99	475	472	489	4	11	8	29	31	22	68	53	61	0	4	10
Male	39	431	40233	100	0	99	469	460	479	9	20	12	34	33	25	53	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	60	737	31940	100	0	99	469	462	465	8	17	16	31	33	32	61	47	49	0	3	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	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	66	731	68312	100	0	98	474	475	493	6	12	7	31	30	21	61	54	62	2	4	10
Limited English Proficient Students	37	456	12556	100	0	100	469	456	436	9	19	24	30	36	40	60	43	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	59	599	38662	92	0	96	470	466	468	7	16	16	32	35	32	61	47	49	0	2	3
Non-Economically Disadvantaged	15	262	40315	100	0	100	506	467	498	0	16	5	25	24	15	50	54	66	25	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	492	484	500	2	10	6	50	34	29	48	56	63	0	0	2
All Students (Prior Year)	78	883	75673	100	100	100	501	503	530	13	17	12	37	32	25	50	51	58	0	1	4
Female	35	424	38586	100	100	99	497	495	515	4	8	4	39	24	22	57	67	71	0	0	3
Male	39	430	40135	100	100	99	488	473	486	0	11	8	59	43	35	41	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	60	736	31841	100	100	99	493	482	483	0	10	8	51	34	36	49	56	55	0	0	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	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	66	729	68196	100	100	98	498	500	513	2	5	3	46	31	25	52	64	69	0	0	3
Limited English Proficient Students	37	454	12504	100	100	100	490	475	451	0	11	12	51	37	44	49	52	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	59	598	38558	92	100	96	492	483	485	2	10	8	50	35	37	48	54	54	0	0	1
Non-Economically Disadvantaged	15	261	40260	100	100	100	496	484	514	0	9	3	50	28	21	50	62	72	0	1	4

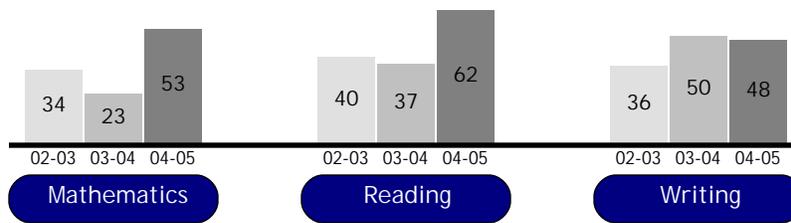
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	92	39	36	50	98	51	NA	58	100	36	36	47
	Language	100	24	29	43	100	54	41	50	100	38	39	47
	Mathematics	99	40	46	57	100	58	57	64	100	35	39	50
3	Reading	99	36	34	47	99	43	NA	55	97	35	32	44
	Language	99	48	44	54	100	47	56	61	97	35	35	44
	Mathematics	96	52	42	54	99	43	51	61	97	37	39	51
4	Reading	99	33	29	52	91	29	NA	56	100	42	37	48
	Language	97	31	33	48	93	38	43	52	100	37	38	49
	Mathematics	97	35	37	57	93	38	44	61	100	38	38	53
5	Reading	100	34	30	50	99	39	NA	55	100	42	39	50
	Language	100	42	34	46	100	35	40	49	100	38	39	50
	Mathematics	100	46	38	57	99	34	48	63	100	36	35	49
6	Reading	100	29	39	53	100	45	NA	56	97	46	42	51
	Language	100	21	32	45	100	38	38	48	97	38	38	47
	Mathematics	99	35	51	62	100	61	55	66	97	35	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)
- 3 Teacher(s)
- 5 Parent(s)
- 3 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement Planning
- Ü Community Involvement
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Parent/Educator Relations
- Ü Student Achievement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	3.20	Teacher Aide	3.00

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	2	0	0	0
7 to 9 years	2	0	0	0
10 or more years	16	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	80
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 Technology Lab
- Ü Media Studio and Library
- Ü Multipurpose Building & Playgrounds
- Ü Family/ Community Center

Extracurricular Activities

- Ü PEER Club Extended Day Program
- Ü Junior Optimist Club
- Ü Peer Mediation
- Ü Student Council
- Ü Afterschool Fine Arts Program
- Ü ELL Tutoring Program
- Ü Project Lead Tutoring & Saturday School
- Ü Homework Link

Social Services

- Ü Free Before/ Afterschool Child Care
- Ü Free Breakfast & Lunch Program
- Ü Parent and Community Program
- Ü Onsite Counseling Services
- Ü Outreach Counseling Services
- Ü Uniform Assistance
- Ü Big Brothers/Big Sisters
- Ü Clothing/Food Banks

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Students made significant gains in all academic areas for 5th grade on the AIMS.

- ü Students made significant gains in math and writing for 3rd grade on the AIMS.

- ü Students in the Project Lead extended day programs achieved average gains of 2.5 grade levels on the standardized assessment for the program.

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	23	12	12	17
Transfers In Rate ⁶	70	28	28	37
Stability Rate ⁷	76	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	2	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

School emphasis is on providing a safe, clean, and caring environment. A crisis/safety plan is in place, and includes prevention and intervention strategies for student and staff in and out of school. The school has implemented anti-bullying, anti-tobacco, ant-substance abuse, character, sex education, and peer mediation programs.

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) :

1

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	Alberto Castruita	(602) 257-6020
Transportation Policy	Mike Fisher	(602) 257-3794
Community Resources	Anna Salagado	(602) 257-3880
School Nutrition Programs	Michelle Burkhart	(602) 257-3741
Parent Organization	Anna Salgado	(602) 257-3880
Student Health/Nurse	Herlinda Diaz	(602) 257-3882

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.