

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

123 North 13th Street, Phoenix, AZ 85034

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 LEARNS<sup>1</sup>

#### 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 : Mrs. Shirley Ann Johnson  
 Schedule : 08:00 AM to 04:30 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 540  
 Web Address : www.phxelem@k12.az.us  
 Phone Number : (602) 257-3898  
 Fax Number : (602) 257-2954  
 E-mail : shirley.johnson@phxelem.k12.az.us

### Mission

Success For All Through S.H.A.P.E. (Shared Decision Making, High Expectations, Accelerated Learning, Powerful Learning and Teaching Strategies, Extended Learning Opportunities).

### 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 2

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

### School / Academic Goals

- ü To increase the percentage of students who meet the Arizona Math Standard by ten percent as measured by AIMS.
- ü To increase the percentage of students who meet the Arizona Reading Standard by ten percent as measured by AIMS.
- ü To increase the percentage of students who meet the Arizona Writing Standards by ten percent as measured by AIMS.

### Enrollment

October 1, 2004 School Year Student Enrollment : 581  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 40

Instructional Programs

- ü Success For All Reading Program
- ü Full-day Kindergarten
- ü Structured English Immersion (SEI)
- ü Pre-Kindergarten and Head Start
- ü Spalding/Writing Road To Reading
- ü Teach Me Writing

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

Shaw School will provide a safe, orderly and structured educational environment for all students; We will educate the whole child (intellectually, physically, mentally, socially). Parents will be informed on a regular basis of their child's progress.

Parents

The parent will send the child to school each day, on time, ready to learn; respond to all communications; attend school functions; promote and support educationally oriented activities at home and at school.

Transportation Policy

Regular bus transportation to and from school is provided for students living inside a one-mile radius of the school where hazardous routes exist, or for students who live more than one driven mile from the school.

School Honors

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

Award/Honor	Year
ü Distinguished Title I School Award (State of Arizona)	2005
ü Listed in top 10 -progress in Math -Valleywide Schools	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	918	79306	96	100	99	434	429	445	14	16	10	23	26	18	55	49	51	9	9	20
All Students (Prior Year)	83	944	75509	100	100	100	545	502	521	6	20	13	22	28	23	17	33	33	56	18	31
Female	45	462	38691	98	100	99	442	430	446	7	16	10	22	26	18	61	51	52	10	8	20
Male	43	453	40583	93	100	99	426	427	445	21	17	11	23	26	18	49	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	77	789	32869	95	100	99	431	427	429	14	17	15	23	27	25	56	48	51	7	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	82	800	69060	95	100	98	437	435	454	11	12	7	24	26	17	56	53	54	9	10	22
Limited English Proficient Students	70	521	15509	97	100	100	428	426	406	17	16	20	24	27	30	53	50	45	6	7	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	81	606	39415	91	95	96	435	427	431	13	16	15	23	28	25	55	49	50	9	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	88	918	79395	96	0	99	427	430	446	15	12	9	40	37	25	40	47	55	5	4	11
All Students (Prior Year)	84	947	75492	100	100	100	526	514	519	12	13	12	18	20	16	29	47	47	41	21	24
Female	45	463	38743	98	0	100	438	437	451	7	9	7	41	37	24	44	50	57	7	4	12
Male	43	452	40618	93	0	99	415	424	440	23	16	11	38	37	27	36	44	53	3	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	77	789	32915	95	0	99	421	428	426	16	13	15	43	39	35	40	45	47	1	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	82	800	69139	95	0	99	431	436	454	11	9	7	41	37	24	43	50	58	5	4	11
Limited English Proficient Students	70	520	15545	97	0	100	417	423	399	17	14	21	47	42	42	35	43	35	2	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	81	606	39484	91	0	96	427	427	429	15	13	14	40	40	35	40	45	47	5	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	88	917	78869	96	100	99	445	435	442	3	7	6	25	24	21	63	64	63	9	6	10
All Students (Prior Year)	81	937	75053	100	100	99	606	571	597	0	9	7	12	15	12	76	70	72	12	6	9
Female	45	462	38536	98	100	99	468	453	458	0	3	4	20	18	15	63	71	67	17	8	14
Male	43	452	40302	93	100	99	422	418	428	5	10	8	32	30	26	63	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	77	787	32606	95	100	98	445	434	426	1	7	8	28	24	27	64	64	60	7	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	81	798	68697	94	100	98	454	447	454	1	3	4	22	20	18	68	70	67	9	6	11
Limited English Proficient Students	69	518	15339	96	100	100	439	430	399	3	8	11	29	25	31	62	63	54	6	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	81	607	39106	91	95	95	447	434	427	1	6	8	27	26	28	64	63	59	8	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	67	855	78906	100	100	99	482	475	498	18	24	13	28	26	19	45	43	48	8	7	20
All Students (Prior Year)	69	886	76019	100	100	100	491	477	499	8	21	14	46	51	39	26	9	14	20	18	33
Female	41	421	38644	100	100	99	485	478	500	16	20	12	32	25	19	42	48	49	11	7	19
Male	26	431	40236	100	100	99	477	471	497	23	28	15	23	27	19	50	38	46	5	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	62	734	31938	100	100	99	482	472	481	18	26	19	30	27	25	44	41	46	9	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	--	46	36483	--	94	99	--	520	517	--	5	7	--	8	13	--	63	51	--	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	62	727	68310	100	100	98	486	485	509	14	17	9	30	26	18	46	49	51	9	8	22
Limited English Proficient Students	43	453	12573	100	100	100	479	469	454	19	27	27	29	28	30	46	39	38	6	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	62	598	38679	100	100	96	481	474	483	18	25	20	30	27	25	44	41	45	9	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

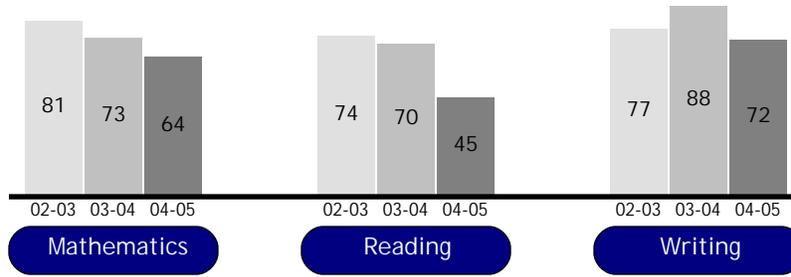
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	858	78908	100	0	99	476	466	484	12	15	10	32	32	23	50	49	58	7	3	9
All Students (Prior Year)	69	887	76020	100	100	100	496	494	503	17	36	25	47	29	23	29	30	40	7	5	12
Female	41	424	38648	100	0	99	480	472	489	8	11	8	32	31	22	53	53	61	8	4	10
Male	26	431	40233	100	0	99	469	460	479	18	20	12	32	33	25	45	45	55	5	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	62	737	31940	100	0	99	475	462	465	12	17	16	33	33	32	47	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	NC	19	4569	NC	0	100	NC	468	457	NC	6	18	NC	31	39	NC	63	41	NC	0	2
White	--	46	36502	--	0	99	--	521	502	--	0	4	--	13	14	--	73	67	--	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	62	731	68312	100	0	98	479	475	493	9	12	7	32	30	21	52	54	62	7	4	10
Limited English Proficient Students	43	456	12556	100	0	100	471	456	436	13	19	24	37	36	40	46	43	35	4	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	62	599	38662	100	0	96	475	466	468	12	16	16	32	35	32	49	47	49	7	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	67	857	78750	100	100	99	504	484	500	5	10	6	25	34	29	70	56	63	0	0	2
All Students (Prior Year)	69	883	75673	100	100	100	511	503	530	14	17	12	25	32	25	59	51	58	2	1	4
Female	41	424	38586	100	100	99	511	495	515	3	8	4	16	24	22	82	67	71	0	0	3
Male	26	430	40135	100	100	99	491	473	486	9	11	8	41	43	35	50	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	62	736	31841	100	100	99	503	482	483	5	10	8	26	34	36	68	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	--	46	36440	--	94	99	--	526	516	--	3	3	--	20	22	--	75	71	--	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	62	729	68196	100	100	98	508	500	513	2	5	3	27	31	25	71	64	69	0	0	3
Limited English Proficient Students	43	454	12504	100	100	100	501	475	451	6	11	12	29	37	44	65	52	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	62	598	38558	100	100	96	502	483	485	5	10	8	25	35	37	70	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

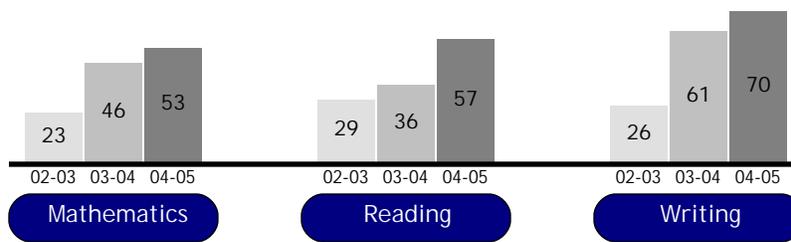
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	38	36	50	95	64	NA	58	99	35	36	47
	Language	99	34	29	43	99	50	41	50	99	36	39	47
	Mathematics	99	48	46	57	99	74	57	64	99	39	39	50
3	Reading	98	40	34	47	100	59	NA	55	96	32	32	44
	Language	100	55	44	54	100	70	56	61	96	37	35	44
	Mathematics	99	49	42	54	100	72	51	61	96	40	39	51
4	Reading	97	27	29	52	98	42	NA	56	97	37	37	48
	Language	100	33	33	48	98	49	43	52	97	40	38	49
	Mathematics	99	38	37	57	98	58	44	61	97	39	38	53
5	Reading	98	23	30	50	100	37	NA	55	100	43	39	50
	Language	100	29	34	46	100	48	40	49	100	47	39	50
	Mathematics	100	33	38	57	100	59	48	63	100	38	35	49
6	Reading	100	41	39	53	100	57	NA	56	100	38	42	51
	Language	100	32	32	45	100	50	38	48	100	39	38	47
	Mathematics	98	55	51	62	100	69	55	66	100	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/](http://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)
- 1 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Achievement
- Ü School & Community Partnership
- Ü School Climate

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	32.00
Other Professional Staff	4.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	23
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	12%
Percent of core classes not taught by Hightly Qualified Teachers	17%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Technology Lab
- Ü Gymnasium
- Ü Parent Room

Extracurricular Activities

- Ü Cheerleading Squad
- Ü Student Council
- Ü Intramurals (sports)

Social Services

- Ü Health Services
- Ü Breakfast/Lunch Programs
- Ü Parenting Classes
- Ü Before/After School Enrichment Program
- Ü Social Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü The Principal of Augustus H. Shaw School received the Calvin C. Goode Lifetime Achievement Award at the 2004 Martin Luther King Jr. breakfast.
- ü A Shaw School Teacher received the Chicanos Por La Causa, Inc. Esperanza Hispanic Teacher Award for the year 2003.
- ü A Shaw School Teacher received the Chicanos Por La Causa, Inc. Esperanza Hispanic Teacher Award for the year 2002.
- ü The Principal of Shaw School received the Mayor's Partnership Award in Leadership/Education in May 2005.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	19	12	12	17
Transfers In Rate <sup>6</sup>	41	28	28	37
Stability Rate <sup>7</sup>	80	87	87	82
Promotion Rate <sup>8</sup>	95	96	95	81
Retention Rate <sup>9</sup>	3	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

The school has a Crisis Intervention Plan; Schoolwide Policies/Procedures; A Getting Along Together Curriculum, Student Incentives/Awards, classroom/playground safety lessons, DARE Program, Substance Abuse presentations, Family Support Team and a School Safety Team.

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	Shirley A. Johnson	(602) 257-3898
Transportation Policy	Michael Fisher	(602) 257-3799
Community Resources	Candy George	(602) 257-3901
School Nutrition Programs	Rosa Carbajal	(602) 257-3903
Parent Organization	Olivia Cruz	(602) 257-3957
Student Health/Nurse	Diane Hernandez	(602) 257-3900

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](http://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](http://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](http://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.