



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

8409 S Avenida del Yaqui, Guadalupe, AZ 85283

Tempe School 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	Performing

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

School Overview

Principal/Administrator : Mrs. Bernadette Kadel
 Schedule : 08:00 AM to 04:30 PM
 Grades : Pre-K-5
 2005 Enrollment : 720
 Web Address : www.tempe3.k12.az.us
 Phone Number : (480) 897-6202
 Fax Number : (480) 777-0146
 E-mail : bkadel@tempeschools.org

Mission

Frank School Mission: As a team, Frank School will provide opportunities for continuous growth, be committed to high academic success for all students, and honor diversity in our community.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

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

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

School / Academic Goals

- ü To focus on increased student learning for every child. Every child will show academic gains in the areas of reading, writing and math, as measured on district, state criterion-referenced tests, as well as national norm -referenced tests (Terra Nova)
- ü Increase student awareness of the skills needed to be responsible citizens. At Frank, we focus on the Lifelong Guidelines of Active Listening, No Put Downs, Trustworthiness, Truthfulness and giving our Personal Best.
- ü Improve attendance and reduce tardies. Our goal is to remain under 4.5% absence rate on a daily basis. We are working in many proactive ways to improve parent awareness of the importance of regular school attendance.
- ü Foster a true respect for the rich diverse cultural, language and ethnic diversity of which Frank School is comprised.

Enrollment

October 1, 2004 School Year Student Enrollment : 742
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 40

Instructional Programs

- ü Preschool/Fam. Lit. Prog/Full-Day Kinder
- ü SEI (Sheltered Eng. Immersion)Classrooms
- ü General Music/Band/Orchestra/Chorus
- ü After School Tutoring/Enrichment Clubs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/16/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

At Frank School, we hold children to high academic standards while teaching the necessary social skills that enable them to be productive. We have an uninterrupted reading instruction time , every day, for every student. We also have a responsibility to parents to keep their children safe. All children must be checked out from the office after parents have shown proper identification. All visitors must enter through our office and leave identification in order to receive a visitor badge.

Parents

We expect parents to stay informed of school programs and activities. We welcome communication from parents and we welcome visitors to our campus. We expect parents to support our policies that maintain a safe, orderly environment where learning can occur. We expect parents to make sure students have good attendance. Students learn best when they are well rested and on time. These conditions enable students to learn well.

Transportation Policy

Our school follows a districtwide policy on transportation safety and behavior. Violations of transportation policies are referred to the school for corrective action. Bus boundaries are established for each school & approved by the Governing Board.

School Honors

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

Award/Honor	Year
ü Project Venture Teachers	2002
ü Rodel Foundation Exemplary Educator Award	2003
ü School Counselors Grant	2002

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	146	1702	79306	99	100	99	442	438	445	14	13	10	19	22	18	48	49	51	19	17	20
All Students (Prior Year)	111	1518	75509	98	99	100	501	512	521	17	17	13	25	25	23	39	32	33	18	25	31
Female	75	868	38691	99	100	99	442	436	446	12	13	10	22	23	18	46	48	52	19	16	20
Male	71	834	40583	100	100	99	442	440	445	16	13	11	16	21	18	49	50	50	19	17	21
African American	NC	177	4041	NC	99	99	NC	433	426	NC	17	17	NC	21	23	NC	50	50	NC	12	10
Hispanic	74	806	32869	97	100	99	446	426	429	12	16	15	15	26	25	54	50	51	19	9	10
Asian/Pacific Islander	NC	56	1935	NC	100	99	NC	464	474	NC	4	3	NC	16	9	NC	49	48	NC	31	40
American Indian/Alaskan Native	47	162	4264	100	100	100	419	420	419	20	18	19	32	31	30	41	45	45	7	6	6
White	16	501	36197	100	100	99	475	461	463	7	7	5	7	14	11	40	47	53	47	33	31
Students with Disabilities	15	206	10321	100	100	100	415	395	389	38	33	30	15	29	27	38	28	34	8	10	9
Students without Disabilities	131	1496	69060	98	100	98	445	444	454	11	10	7	20	21	17	49	51	54	21	18	22
Limited English Proficient Students	37	335	15509	97	100	100	423	408	406	25	22	20	22	32	30	44	42	45	9	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	125	1144	39415	98	99	96	439	427	431	14	17	15	20	28	25	47	46	50	19	10	10
Non-Economically Disadvantaged	21	558	39966	100	100	100	459	458	459	11	6	6	16	11	12	53	54	52	21	29	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	146	1702	79395	99	0	99	435	440	446	19	14	9	25	25	25	48	51	55	8	9	11
All Students (Prior Year)	111	1520	75492	98	100	100	504	512	519	20	16	12	20	19	16	51	45	47	9	20	24
Female	75	869	38743	99	0	100	440	444	451	16	11	7	24	25	24	54	54	57	6	11	12
Male	71	833	40618	100	0	99	430	435	440	22	18	11	25	26	27	43	48	53	10	8	9
African American	NC	177	4052	NC	0	100	NC	438	434	NC	14	11	NC	27	29	NC	54	54	NC	5	6
Hispanic	74	807	32915	97	0	99	440	428	426	19	18	15	21	30	35	51	46	47	9	5	4
Asian/Pacific Islander	NC	56	1936	NC	0	99	NC	459	468	NC	9	3	NC	16	14	NC	64	63	NC	11	19
American Indian/Alaskan Native	47	162	4271	100	0	100	416	420	420	27	19	15	32	35	42	41	43	41	0	3	2
White	16	500	36221	100	0	99	462	464	465	0	7	4	20	15	15	60	59	63	20	19	17
Students with Disabilities	15	206	10331	100	0	100	400	383	388	54	44	25	8	26	37	38	23	34	0	6	4
Students without Disabilities	131	1496	69139	98	0	99	439	448	454	15	10	7	26	25	24	50	55	58	9	10	11
Limited English Proficient Students	37	334	15545	97	0	100	415	407	399	34	26	21	22	34	42	42	38	35	2	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	125	1144	39484	98	0	96	432	428	429	21	18	14	26	32	35	46	45	47	7	5	4
Non-Economically Disadvantaged	21	558	39986	100	0	100	453	462	461	11	6	4	16	13	16	63	62	63	11	18	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	145	1676	78869	99	99	99	453	447	442	5	6	6	23	22	21	54	56	63	18	16	10
All Students (Prior Year)	111	1507	75053	98	99	99	634	620	597	4	6	7	5	9	12	78	73	72	13	12	9
Female	75	856	38536	99	99	99	464	462	458	6	5	4	15	16	15	58	58	67	21	21	14
Male	70	820	40302	99	99	99	442	431	428	3	7	8	32	29	26	49	55	60	16	9	7
African American	NC	174	4015	NC	98	99	NC	444	430	NC	6	8	NC	28	24	NC	53	61	NC	13	7
Hispanic	73	791	32606	96	98	98	461	437	426	4	8	8	18	23	27	55	58	60	22	11	5
Asian/Pacific Islander	NC	56	1925	NC	100	99	NC	480	471	NC	2	3	NC	16	11	NC	51	64	NC	31	22
American Indian/Alaskan Native	47	160	4245	100	100	100	428	426	423	5	6	9	36	34	26	57	57	61	2	4	4
White	16	495	36078	100	100	99	465	467	459	7	4	4	13	16	16	53	55	66	27	25	14
Students with Disabilities	14	202	10246	100	100	100	409	371	367	8	19	18	46	42	39	46	34	40	0	4	4
Students without Disabilities	131	1474	68697	98	98	98	458	458	454	4	4	4	21	19	18	55	59	67	21	17	11
Limited English Proficient Students	37	328	15339	97	100	100	430	412	399	8	12	11	31	29	31	50	53	54	11	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	124	1122	39106	97	97	95	451	436	427	5	7	8	23	26	28	57	57	59	15	10	5
Non-Economically Disadvantaged	21	554	39837	100	100	100	470	466	457	5	4	4	21	14	14	37	55	67	37	26	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	128	1421	78906	100	100	99	474	492	498	21	17	13	26	20	19	40	44	48	13	19	20
All Students (Prior Year)	95	1354	76019	96	99	100	473	495	499	24	15	14	50	40	39	6	11	14	21	34	33
Female	58	721	38644	100	100	99	495	495	500	16	15	12	26	20	19	42	45	49	16	20	19
Male	70	700	40236	100	100	99	458	488	497	25	20	15	26	21	19	38	42	46	11	17	20
African American	21	165	4087	100	100	99	485	491	481	33	12	20	17	25	24	33	50	45	17	13	11
Hispanic	50	654	31938	100	100	99	490	480	481	23	25	19	18	22	25	45	41	46	14	12	10
Asian/Pacific Islander	NC	54	1805	NC	100	98	NC	528	536	NC	6	5	NC	20	8	NC	35	45	NC	39	42
American Indian/Alaskan Native	39	136	4593	95	99	100	466	470	467	16	21	26	39	29	29	34	42	39	11	8	6
White	16	412	36483	100	100	99	428	513	517	15	8	7	23	12	13	46	48	51	15	32	30
Students with Disabilities	14	219	10664	100	100	100	302	416	430	82	56	42	18	18	27	0	19	26	0	6	5
Students without Disabilities	114	1203	68310	100	100	98	492	506	509	14	10	9	27	20	18	44	48	51	14	21	22
Limited English Proficient Students	21	257	12573	100	100	100	444	455	454	28	31	27	33	25	30	33	35	38	7	9	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	98	913	38679	96	98	96	478	484	483	23	22	20	31	25	25	34	41	45	11	12	10
Non-Economically Disadvantaged	30	509	40295	100	100	100	462	505	513	14	10	7	11	12	13	57	49	50	18	30	30

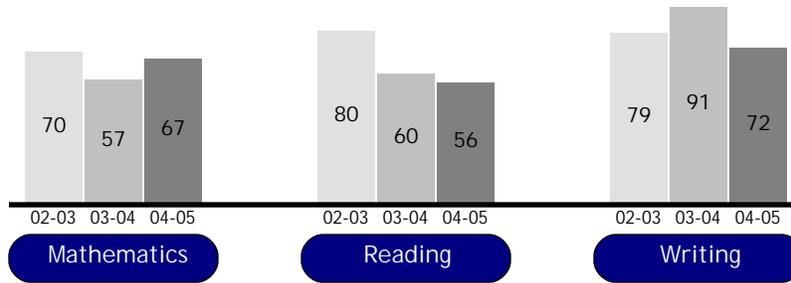
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	128	1418	78908	100	0	99	457	476	484	19	14	10	24	23	23	55	54	58	2	8	9
All Students (Prior Year)	95	1349	76020	96	99	100	493	498	503	45	33	25	24	23	23	24	36	40	7	8	12
Female	58	720	38648	100	0	99	478	483	489	10	9	8	24	22	22	62	59	61	4	10	10
Male	70	698	40233	100	0	99	440	469	479	26	19	12	25	24	25	49	50	55	0	7	8
African American	21	165	4092	100	0	99	476	480	473	33	14	12	6	15	28	56	66	54	6	5	5
Hispanic	50	651	31940	100	0	99	470	463	465	14	19	16	27	30	32	57	46	49	2	4	3
Asian/Pacific Islander	NC	54	1805	NC	0	98	NC	502	507	NC	6	4	NC	18	13	NC	59	65	NC	18	18
American Indian/Alaskan Native	39	136	4569	95	0	100	450	456	457	24	18	18	26	34	39	50	45	41	0	3	2
White	16	412	36502	100	0	99	402	496	502	8	6	4	38	13	14	54	65	67	0	17	15
Students with Disabilities	14	219	10665	100	0	100	300	402	423	73	47	30	18	31	36	9	19	31	0	2	2
Students without Disabilities	114	1200	68312	100	0	98	473	489	493	13	8	7	25	22	21	60	61	62	2	9	10
Limited English Proficient Students	21	256	12556	100	0	100	429	438	436	24	27	24	35	34	40	39	36	35	2	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	98	912	38662	96	0	96	463	469	468	22	18	16	29	29	32	47	48	49	2	4	3
Non-Economically Disadvantaged	30	507	40315	100	0	100	436	487	498	11	7	5	11	13	15	79	65	66	0	15	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	128	1423	78750	100	100	99	487	497	500	6	7	6	37	30	29	54	60	63	3	3	2
All Students (Prior Year)	95	1350	75673	96	99	100	538	528	530	6	12	12	21	28	25	70	56	58	3	4	4
Female	58	722	38586	100	100	99	512	512	515	4	4	4	34	25	22	54	66	71	8	5	3
Male	70	701	40135	100	100	99	468	481	486	8	9	8	38	36	35	54	54	56	0	1	1
African American	21	167	4081	100	100	99	505	503	488	6	7	8	33	26	32	50	64	59	11	3	2
Hispanic	50	655	31841	100	100	99	497	484	483	9	10	8	36	35	36	52	54	55	2	1	1
Asian/Pacific Islander	NC	54	1802	NC	100	98	NC	520	533	NC	6	2	NC	27	16	NC	59	75	NC	8	7
American Indian/Alaskan Native	39	136	4586	95	99	100	487	480	481	3	5	8	37	40	37	58	54	54	3	1	1
White	16	411	36440	100	100	99	420	515	516	8	3	3	46	22	22	46	69	71	0	6	4
Students with Disabilities	14	219	10622	100	100	100	306	394	415	36	28	21	64	50	50	0	21	28	0	2	1
Students without Disabilities	114	1205	68196	100	100	98	506	515	513	3	3	3	34	27	25	60	67	69	4	3	3
Limited English Proficient Students	21	255	12504	100	100	100	457	453	451	11	15	12	39	40	44	50	45	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	98	912	38558	96	98	96	493	489	485	5	9	8	43	36	37	52	53	54	1	2	1
Non-Economically Disadvantaged	30	512	40260	100	100	100	470	509	514	11	4	3	18	21	21	61	70	72	11	5	4

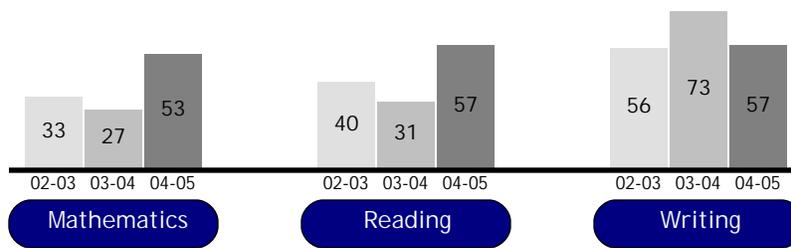
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	93	42	42	50	94	55	NA	58	98	31	41	47
	Language	96	30	33	43	97	43	44	50	98	26	39	47
	Mathematics	94	52	49	57	97	60	57	64	98	31	44	50
3	Reading	96	40	38	47	78	39	NA	55	99	39	41	44
	Language	95	54	45	54	96	50	54	61	99	40	40	44
	Mathematics	97	59	44	54	96	48	54	61	99	46	46	51
4	Reading	99	45	42	52	89	47	NA	56	97	39	43	48
	Language	98	44	40	48	95	46	45	52	97	38	45	49
	Mathematics	99	54	46	57	95	58	51	61	97	42	48	53
5	Reading	89	31	41	50	93	38	NA	55	98	40	46	50
	Language	92	35	38	46	97	39	43	49	98	38	45	50
	Mathematics	97	44	50	57	97	47	59	63	98	39	45	49

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

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Funding
- Ü Curriculum Development
- Ü Extracurricular Activities
- Ü Instructional Strategies
- Ü Parent/Educator Relations
- Ü School Safety Issues/Facilities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	51.00
Other Professional Staff	5.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	2	0	0
4 to 6 years	11	4	0	0
7 to 9 years	4	7	0	0
10 or more years	0	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	41
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Hightly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Computer Lab/Science Lab/Media Studio
- Ü Music Rooms
- Ü Library

Extracurricular Activities

- Ü Band/Orchestra/Chorus
- Ü Student Council
- Ü After school music enrichment
- Ü Preschool Enrichment Program
- Ü After school tutoring
- Ü After school robotics, science, digital
- Ü After school ballet folkorico dancing

Social Services

- Ü After School Programs
- Ü Summer School
- Ü Breakfast/Lunch Programs
- Ü Business Partners Mentoring
- Ü Social worker
- Ü Community Liason
- Ü School Counselors

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Tempe Diversity Award in Education for 2003-2004. This award was issued by the City of Tempe in honor of our yearly International Peace Fair, which is held in May. Peace Fair is the culmination of study about different countries and cultures.

- ü Each year over 100 Honeywell mentors work with Frank School children on our campus, on a weekly basis.

- ü Active Participant in the MAC-Ro Program, which allows our 3rd and 4th grade students extra practice in mathematics.

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	12	12	12	17
Transfers In Rate ⁶	27	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	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

The development of Lifeskills and Lifelong Guidelines promote the development of responsible citizens at Frank School. By focusing on Truthfulness, Trustworthiness, Active Listening, No Put-Downs and giving our Personal Best, we are promoting responsible citizenship. We also actively seek to develop skills through our Second Step prevention program. This program teaches children to make wise choices about anger, truthfulness, choosing wise friends and staying away from negative peer pressure.

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	Bernadette Kadel	(480) 897-6202
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Cheryl Jordan	(480) 897-6202
School Nutrition Programs	Terri Umsted	(480) 897-6202
Parent Organization	Suzann Sabin	(480) 897-6202
Student Health/Nurse	Pamela Beihl	(480) 897-6202

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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** Due to booklet size printing, print copies are produced in multiples of 4.