

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4001 S McAllister Ave, Tempe, AZ 85282

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 : Ms. Linda Seymour
Schedule : 08:00 AM to 04:00 PM
Grades : K-5
2005 Enrollment : 515
Web Address : www.tempeschools.org/school/carminati/index
Phone Number : (480) 784-4484
Fax Number : (480) 968-0626
E-mail : lseymour@tempeschools.org

Mission

Carminati is committed to meeting the needs of each student academically, emotionally, socially, and behaviorally to help them develop the skills they need to become productive citizens. We provide customized, integrated, educational experiences for all students by honoring individual differences, cultural diversity and utilizing partnerships with families, communities, higher education, and businesses.

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 Improve student achievement for all students in reading, writing, and mathematics.
- ü Provide a safe and healthy school environment for our community of learners, (students and adults).
- ü Improve communication with all stakeholders.
- ü Provide a risk-free environment for learning and teaching.

Enrollment

October 1, 2004 School Year Student Enrollment : 514
Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2004-05 : 61

Instructional Programs

- Ü Standards Based Language Arts & Math
- Ü Inclusive Special Education
- Ü Differentiated Instruction
- Ü Character Counts Program
- Ü Full-Day Kindergarten
- Ü Tutoring: Cross-Age & After School
- Ü Mentoring Programs
- Ü Gifted Program

Calendar Information

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

Shared Responsibilities

School

Responsibilities to Carminati families include: having high academic expectations for all students, providing appropriate learning plans for each child, making sure each child has necessary supplies and materials, providing a safe, nurturing environment, periodic communications about student progress and an invitation to become partners in their children's education.

Parents

Parents are responsible to: make sure their child is in school, on time and ready to learn by providing proper clothing and food, provide a home environment that will support learning by helping children with homework and being involved in school activities, support and follow the school discipline plan and encourage a positive working relationship with the school.

Transportation Policy

We follow a district-wide policy on busing safety and behavior. Violations of district policies are referred to the school for corrective or disciplinary action. Busing boundaries for our school are established and approved by the Governing Board. Parents of students attending under open enrollment must provide transportation.

School Honors

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

Award/Honor	Year
Ü Tempe Diablos Innovative Programs	2004
Ü Tempe Diablos Innovation Programs	2003
Ü Outstanding Classroom Teacher Award	2003
Ü Four Technology Demonstration Classrooms	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	82	1702	79306	100	100	99	425	438	445	17	13	10	20	22	18	53	49	51	10	17	20
All Students (Prior Year)	70	1518	75509	100	99	100	512	512	521	18	17	13	27	25	23	25	32	33	30	25	31
Female	44	868	38691	100	100	99	435	436	446	13	13	10	21	23	18	56	48	52	10	16	20
Male	38	834	40583	100	100	99	412	440	445	23	13	11	19	21	18	48	50	50	10	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	47	806	32869	100	100	99	423	426	429	13	16	15	28	26	25	56	50	51	3	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	NC	162	4264	NC	100	100	NC	420	419	NC	18	19	NC	31	30	NC	45	45	NC	6	6
White	20	501	36197	100	100	99	421	461	463	16	7	5	16	14	11	47	47	53	21	33	31
Students with Disabilities	12	206	10321	100	100	100	353	395	389	58	33	30	25	29	27	17	28	34	0	10	9
Students without Disabilities	70	1496	69060	99	100	98	439	444	454	9	10	7	19	21	17	60	51	54	12	18	22
Limited English Proficient Students	19	335	15509	100	100	100	396	408	406	19	22	20	31	32	30	50	42	45	0	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	55	1144	39415	100	99	96	420	427	431	20	17	15	26	28	25	50	46	50	4	10	10
Non-Economically Disadvantaged	27	558	39966	100	100	100	433	458	459	13	6	6	8	11	12	58	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	81	1702	79395	100	0	99	427	440	446	25	14	9	17	25	25	51	51	55	7	9	11
All Students (Prior Year)	70	1520	75492	100	100	100	511	512	519	18	16	12	9	19	16	48	45	47	25	20	24
Female	43	869	38743	98	0	100	447	444	451	13	11	7	16	25	24	63	54	57	8	11	12
Male	38	833	40618	100	0	99	403	435	440	39	18	11	19	26	27	35	48	53	6	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	46	807	32915	98	0	99	426	428	426	29	18	15	24	30	35	42	46	47	5	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	NC	162	4271	NC	0	100	NC	420	420	NC	19	15	NC	35	42	NC	43	41	NC	3	2
White	20	500	36221	100	0	99	431	464	465	16	7	4	5	15	15	63	59	63	16	19	17
Students with Disabilities	11	206	10331	100	0	100	332	383	388	82	44	25	0	26	37	18	23	34	0	6	4
Students without Disabilities	70	1496	69139	99	0	99	445	448	454	14	10	7	21	25	24	57	55	58	9	10	11
Limited English Proficient Students	19	334	15545	100	0	100	392	407	399	38	26	21	23	34	42	38	38	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	55	1144	39484	100	0	96	425	428	429	30	18	14	20	32	35	46	45	47	4	5	4
Non-Economically Disadvantaged	26	558	39986	100	0	100	432	462	461	13	6	4	13	13	16	61	62	63	13	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	82	1676	78869	100	99	99	438	447	442	10	6	6	20	22	21	63	56	63	7	16	10
All Students (Prior Year)	70	1507	75053	100	99	99	626	620	597	0	6	7	11	9	12	80	73	72	9	12	9
Female	44	856	38536	100	99	99	468	462	458	3	5	4	21	16	15	64	58	67	13	21	14
Male	38	820	40302	100	99	99	401	431	428	19	7	8	19	29	26	61	55	60	0	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	47	791	32606	100	98	98	445	437	426	10	8	8	18	23	27	67	58	60	5	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	NC	160	4245	NC	100	100	NC	426	423	NC	6	9	NC	34	26	NC	57	61	NC	4	4
White	20	495	36078	100	100	99	443	467	459	5	4	4	16	16	16	63	55	66	16	25	14
Students with Disabilities	12	202	10246	100	100	100	308	371	367	50	19	18	33	42	39	17	34	40	0	4	4
Students without Disabilities	70	1474	68697	99	98	98	465	458	454	2	4	4	17	19	18	72	59	67	9	17	11
Limited English Proficient Students	19	328	15339	100	100	100	398	412	399	19	12	11	27	29	31	50	53	54	4	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	55	1122	39106	100	97	95	440	436	427	11	7	8	22	26	28	63	57	59	4	10	5
Non-Economically Disadvantaged	27	554	39837	100	100	100	435	466	457	8	4	4	17	14	14	63	55	67	13	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	78	1421	78906	100	100	99	490	492	498	15	17	13	13	20	19	54	44	48	18	19	20
All Students (Prior Year)	85	1354	76019	99	99	100	498	495	499	19	15	14	32	40	39	16	11	14	33	34	33
Female	45	721	38644	100	100	99	485	495	500	12	15	12	12	20	19	54	45	49	22	20	19
Male	33	700	40236	100	100	99	497	488	497	20	20	15	13	21	19	53	42	46	13	17	20
African American	10	165	4087	100	100	99	508	491	481	10	12	20	10	25	24	60	50	45	20	13	11
Hispanic	40	654	31938	100	100	99	484	480	481	18	25	19	15	22	25	59	41	46	9	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	NC	136	4593	NC	99	100	NC	470	467	NC	21	26	NC	29	29	NC	42	39	NC	8	6
White	21	412	36483	100	100	99	517	513	517	15	8	7	5	12	13	45	48	51	35	32	30
Students with Disabilities	NC	219	10664	NC	100	100	NC	416	430	NC	56	42	NC	18	27	NC	19	26	NC	6	5
Students without Disabilities	70	1203	68310	100	100	98	503	506	509	10	10	9	14	20	18	56	48	51	21	21	22
Limited English Proficient Students	14	257	12573	100	100	100	453	455	454	30	31	27	10	25	30	55	35	38	5	9	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	50	913	38679	96	98	96	489	484	483	16	22	20	18	25	25	55	41	45	11	12	10
Non-Economically Disadvantaged	28	509	40295	100	100	100	491	505	513	15	10	7	4	12	13	52	49	50	30	30	30

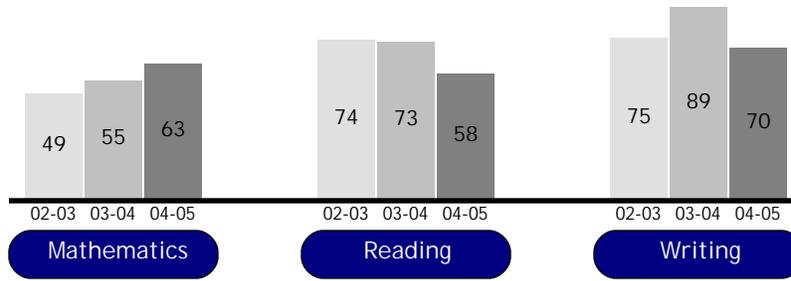
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	1418	78908	100	0	99	469	476	484	14	14	10	24	23	23	59	54	58	3	8	9
All Students (Prior Year)	86	1349	76020	100	99	100	489	498	503	43	33	25	28	23	23	25	36	40	4	8	12
Female	45	720	38648	100	0	99	472	483	489	10	9	8	20	22	22	68	59	61	2	10	10
Male	33	698	40233	100	0	99	466	469	479	20	19	12	30	24	25	47	50	55	3	7	8
African American	10	165	4092	100	0	99	476	480	473	10	14	12	30	15	28	60	66	54	0	5	5
Hispanic	40	651	31940	100	0	99	468	463	465	15	19	16	24	30	32	62	46	49	0	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	NC	136	4569	NC	0	100	NC	456	457	NC	18	18	NC	34	39	NC	45	41	NC	3	2
White	21	412	36502	100	0	99	492	496	502	15	6	4	20	13	14	55	65	67	10	17	15
Students with Disabilities	NC	219	10665	NC	0	100	NC	402	423	NC	47	30	NC	31	36	NC	19	31	NC	2	2
Students without Disabilities	70	1200	68312	100	0	98	482	489	493	8	8	7	25	22	21	63	61	62	3	9	10
Limited English Proficient Students	14	256	12556	100	0	100	432	438	436	30	27	24	20	34	40	50	36	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	50	912	38662	96	0	96	471	469	468	14	18	16	25	29	32	61	48	49	0	4	3
Non-Economically Disadvantaged	28	507	40315	100	0	100	467	487	498	15	7	5	22	13	15	56	65	66	7	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	78	1423	78750	100	100	99	490	497	500	10	7	6	28	30	29	58	60	63	4	3	2
All Students (Prior Year)	86	1350	75673	100	99	100	502	528	530	17	12	12	41	28	25	38	56	58	4	4	4
Female	45	722	38586	100	100	99	509	512	515	2	4	4	24	25	22	68	66	71	5	5	3
Male	33	701	40135	100	100	99	466	481	486	20	9	8	33	36	35	43	54	56	3	1	1
African American	10	167	4081	100	100	99	516	503	488	0	7	8	30	26	32	70	64	59	0	3	2
Hispanic	40	655	31841	100	100	99	498	484	483	6	10	8	32	35	36	62	54	55	0	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	NC	136	4586	NC	99	100	NC	480	481	NC	5	8	NC	40	37	NC	54	54	NC	1	1
White	21	411	36440	100	100	99	497	515	516	15	3	3	20	22	22	50	69	71	15	6	4
Students with Disabilities	NC	219	10622	NC	100	100	NC	394	415	NC	28	21	NC	50	50	NC	21	28	NC	2	1
Students without Disabilities	70	1205	68196	100	100	98	513	515	513	3	3	3	29	27	25	63	67	69	5	3	3
Limited English Proficient Students	14	255	12504	100	100	100	461	453	451	15	15	12	35	40	44	50	45	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	50	912	38558	96	98	96	495	489	485	9	9	8	32	36	37	57	53	54	2	2	1
Non-Economically Disadvantaged	28	512	40260	100	100	100	483	509	514	11	4	3	22	21	21	59	70	72	7	5	4

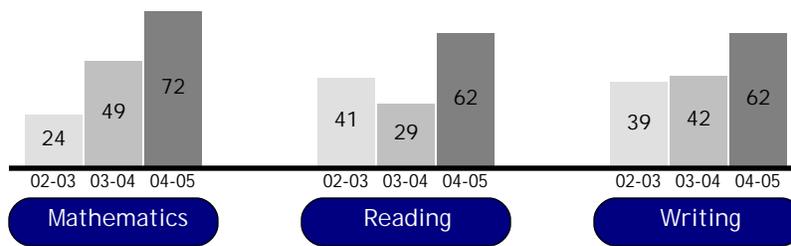
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	88	43	NA	58	96	38	41	47
	Language	99	28	33	43	99	32	44	50	96	35	39	47
	Mathematics	99	38	49	57	99	47	57	64	97	38	44	50
3	Reading	99	30	38	47	95	45	NA	55	99	39	41	44
	Language	100	38	45	54	100	45	54	61	99	36	40	44
	Mathematics	100	36	44	54	100	49	54	61	100	41	46	51
4	Reading	94	40	42	52	97	39	NA	56	99	42	43	48
	Language	96	38	40	48	100	39	45	52	99	42	45	49
	Mathematics	96	44	46	57	100	45	51	61	99	55	48	53
5	Reading	92	33	41	50	95	41	NA	55	99	45	46	50
	Language	90	27	38	46	99	32	43	49	99	47	45	50
	Mathematics	96	35	50	57	98	56	59	63	99	47	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

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

Council Duties

- Ü School Improvement Planning
- Ü Parent/Educator Relations
- Ü Budget
- Ü School Safety Issues
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.40
Other Professional Staff	3.60	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
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 Computer Lab - 30 iMac Stations
- Ü Parent Center
- Ü Library Media Center
- Ü Multipurpose: Cafeteria/Gym

Extracurricular Activities

- Ü Mentoring Program
- Ü Student Council
- Ü Band/Orchestra/Chorus
- Ü After School Club Activities
- Ü After School Learning Labs

Social Services

- Ü Free & Reduced Breakfast & Lunch Program
- Ü Parent/Community/University Volunteers
- Ü Health Services
- Ü Counseling Services
- Ü Reachout Healthcare America
- Ü Adult Literacy Classes
- Ü Kid Zone Child Care Before/After School

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Improved % of students meeting or exceeding State Standards on the AIMS test for grade three in reading & math and for grade five in reading, math & writing.

- ü On the district NWEA testing, students in grade five met or exceeded expectations in both reading and math. Students in grades two and four also met or exceeded expectations in math on the district NWEA testing.

- ü Because of schoolwide behavior plan and expectations and staff development training in safe and healthy learning environments, we had no incidents that required law enforcement interventions last year.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	15	12	12	17
Transfers In Rate ⁶	24	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	97	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

We have programs and staff training in place to ensure a safe and healthy learning environment. School counselors and teachers provide direct instruction on violence prevention using the U.S. Department of Education Exemplary Program 'Second Step.' Other programs to support safe schools include 'Project Alert' and 'Olweus Bullying Prevention Program.' Our Character Counts program emphasizes a character trait each month. Students and parents sign a Code of Conduct outlining behavior expectations.

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	Linda Seymour	(480) 784-4484
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Norma Andrade	(480) 784-4484
School Nutrition Programs	Carol Buelow	(480) 784-4484
Parent Organization	Kathy Hawkins	(480) 829-3866
Student Health/Nurse	Claudia Davis	(480) 784-4484

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.