

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2130 E Howe Ave, Tempe, AZ 85281

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 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. Cynthia Kibler Denton  
 Schedule : 08:15 AM to 04:15 PM  
 Grades : Pre-K-5  
 2005 Enrollment : 610  
 Web Address : www.tempeschools.org  
 Phone Number : (480) 894-5574  
 Fax Number : (480) 894-2755  
 E-mail : cdenton@tempeschools.org

### Mission

Thew School community works together to promote respect and lifelong learning for all; growth and achievement for all students to ensure the competencies needed to be productive, successful citizens in the 21st Century.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

2004-05	N/A
2003-04	Out of Improvement
2002-03	Year 1

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

### School / Academic Goals

- ü Increase the percentage of Thew students who Meet or Exceed Arizona State Standards in Reading.
- ü Increase the percentage of Thew students who Meet or Exceed Arizona State Standards in Math.
- ü Increase the percentage of Thew students who Meet or Exceed Arizona State Standards in Writing.

### Enrollment

October 1, 2004 School Year Student Enrollment : 608  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 53

Instructional Programs

- Full-day Kindergarten
- Integrated Standards-based Instruction
- Literacy Blocks/Math Blocks
- Integrated Technology Instruction
- Gifted

Calendar Information

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

Shared Responsibilities

School

Thew staff will: provide a safe learning environment where all students experience academic success and learn to resolve conflict appropriately, respect the cultures of all families, and communicate frequently with families to support student learning.

Parents

Parents will: talk with their child about their learning experiences, read with their child nightly, promote good study habits, communicate with child's teacher by signing homework, attending conferences, curriculum nights and programs. Parents are invited to visit the Parent Resource Center. Parents will also be encouraged to sign the Parent Compact.

Transportation Policy

We follow a standardized district policy on transportation safety & behavior. Violations of transportation policies are referred to the school for corrective or disciplinary action. Busing boundaries are established & approved by the Governing Board.

School Honors

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

Award/Honor	Year
• Tempe Diablos Award Winning Teachers	2005
• TD#3 Impact Award Winner	2005

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	96	1702	79306	100	100	99	425	438	445	21	13	10	21	22	18	51	49	51	8	17	20
All Students (Prior Year)	101	1518	75509	100	99	100	514	512	521	11	17	13	23	25	23	44	32	33	22	25	31
Female	49	868	38691	100	100	99	414	436	446	19	13	10	30	23	18	51	48	52	0	16	20
Male	47	834	40583	98	100	99	435	440	445	22	13	11	12	21	18	51	50	50	15	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	72	806	32869	100	100	99	428	426	429	18	16	15	15	26	25	61	50	51	7	9	10
Asian/Pacific Islander	--	56	1935	--	100	99	--	464	474	--	4	3	--	16	9	--	49	48	--	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	NC	501	36197	NC	100	99	NC	461	463	NC	7	5	NC	14	11	NC	47	53	NC	33	31
Students with Disabilities	13	206	10321	100	100	100	396	395	389	50	33	30	20	29	27	30	28	34	0	10	9
Students without Disabilities	83	1496	69060	100	100	98	429	444	454	16	10	7	21	21	17	54	51	54	9	18	22
Limited English Proficient Students	26	335	15509	96	100	100	420	408	406	23	22	20	23	32	30	53	42	45	3	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	83	1144	39415	98	99	96	423	427	431	22	17	15	21	28	25	51	46	50	6	10	10
Non-Economically Disadvantaged	13	558	39966	100	100	100	439	458	459	9	6	6	18	11	12	55	54	52	18	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	96	1702	79395	100	0	99	431	440	446	18	14	9	28	25	25	47	51	55	6	9	11
All Students (Prior Year)	101	1520	75492	100	100	100	514	512	519	17	16	12	13	19	16	45	45	47	25	20	24
Female	49	869	38743	100	0	100	431	444	451	14	11	7	30	25	24	54	54	57	3	11	12
Male	47	833	40618	98	0	99	431	435	440	22	18	11	27	26	27	41	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	72	807	32915	100	0	99	433	428	426	16	18	15	28	30	35	49	46	47	7	5	4
Asian/Pacific Islander	--	56	1936	--	0	99	--	459	468	--	9	3	--	16	14	--	64	63	--	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	NC	500	36221	NC	0	99	NC	464	465	NC	7	4	NC	15	15	NC	59	63	NC	19	17
Students with Disabilities	13	206	10331	100	0	100	378	383	388	50	44	25	50	26	37	0	23	34	0	6	4
Students without Disabilities	83	1496	69139	100	0	99	439	448	454	13	10	7	25	25	24	54	55	58	7	10	11
Limited English Proficient Students	26	334	15545	96	0	100	423	407	399	20	26	21	33	34	42	45	38	35	3	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	83	1144	39484	98	0	96	429	428	429	19	18	14	25	32	35	49	45	47	6	5	4
Non-Economically Disadvantaged	13	558	39986	100	0	100	440	462	461	9	6	4	45	13	16	36	62	63	9	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	95	1676	78869	99	99	99	424	447	442	9	6	6	36	22	21	47	56	63	8	16	10
All Students (Prior Year)	101	1507	75053	100	99	99	583	620	597	9	6	7	6	9	12	80	73	72	5	12	9
Female	49	856	38536	100	99	99	427	462	458	11	5	4	32	16	15	46	58	67	11	21	14
Male	46	820	40302	96	99	99	422	431	428	8	7	8	40	29	26	48	55	60	5	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	72	791	32606	100	98	98	428	437	426	11	8	8	28	23	27	51	58	60	10	11	5
Asian/Pacific Islander	--	56	1925	--	100	99	--	480	471	--	2	3	--	16	11	--	51	64	--	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	NC	495	36078	NC	100	99	NC	467	459	NC	4	4	NC	16	16	NC	55	66	NC	25	14
Students with Disabilities	12	202	10246	92	100	100	358	371	367	11	19	18	78	42	39	11	34	40	0	4	4
Students without Disabilities	83	1474	68697	100	98	98	433	458	454	9	4	4	31	19	18	51	59	67	9	17	11
Limited English Proficient Students	26	328	15339	96	100	100	407	412	399	18	12	11	33	29	31	45	53	54	5	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	83	1122	39106	98	97	95	425	436	427	9	7	8	37	26	28	46	57	59	7	10	5
Non-Economically Disadvantaged	12	554	39837	100	100	100	419	466	457	10	4	4	30	14	14	50	55	67	10	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	82	1421	78906	100	100	99	521	492	498	10	17	13	17	20	19	42	44	48	31	19	20
All Students (Prior Year)	89	1354	76019	99	99	100	495	495	499	10	15	14	45	40	39	13	11	14	32	34	33
Female	42	721	38644	100	100	99	513	495	500	8	15	12	24	20	19	42	45	49	26	20	19
Male	40	700	40236	100	100	99	529	488	497	12	20	15	9	21	19	42	42	46	36	17	20
African American	NC	165	4087	NC	100	99	NC	491	481	NC	12	20	NC	25	24	NC	50	45	NC	13	11
Hispanic	56	654	31938	100	100	99	522	480	481	12	25	19	18	22	25	37	41	46	33	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	10	412	36483	100	100	99	527	513	517	0	8	7	22	12	13	44	48	51	33	32	30
Students with Disabilities	18	219	10664	100	100	100	490	416	430	29	56	42	21	18	27	29	19	26	21	6	5
Students without Disabilities	64	1203	68310	98	100	98	528	506	509	5	10	9	16	20	18	46	48	51	33	21	22
Limited English Proficient Students	19	257	12573	100	100	100	499	455	454	21	31	27	17	25	30	38	35	38	24	9	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	70	913	38679	96	98	96	519	484	483	11	22	20	16	25	25	43	41	45	30	12	10
Non-Economically Disadvantaged	12	509	40295	100	100	100	533	505	513	0	10	7	20	12	13	40	49	50	40	30	30

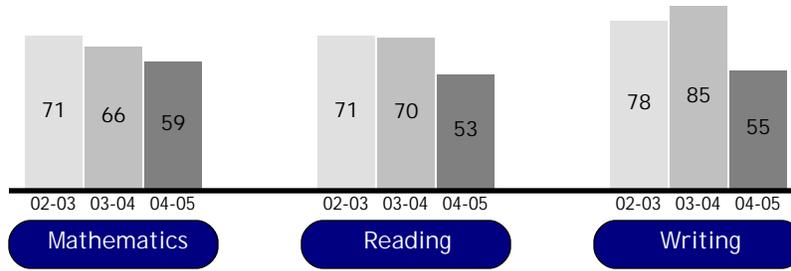
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	1418	78908	99	0	99	485	476	484	10	14	10	24	23	23	56	54	58	10	8	9
All Students (Prior Year)	89	1349	76020	99	99	100	495	498	503	31	33	25	35	23	23	28	36	40	7	8	12
Female	42	720	38648	100	0	99	489	483	489	8	9	8	24	22	22	53	59	61	16	10	10
Male	39	698	40233	98	0	99	480	469	479	13	19	12	25	24	25	59	50	55	3	7	8
African American	NC	165	4092	NC	0	99	NC	480	473	NC	14	12	NC	15	28	NC	66	54	NC	5	5
Hispanic	55	651	31940	98	0	99	481	463	465	12	19	16	28	30	32	50	46	49	10	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	10	412	36502	100	0	99	511	496	502	0	6	4	11	13	14	67	65	67	22	17	15
Students with Disabilities	18	219	10665	100	0	100	440	402	423	43	47	30	29	31	36	29	19	31	0	2	2
Students without Disabilities	63	1200	68312	97	0	98	496	489	493	2	8	7	23	22	21	63	61	62	13	9	10
Limited English Proficient Students	18	256	12556	95	0	100	462	438	436	18	27	24	39	34	40	39	36	35	4	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	69	912	38662	95	0	96	482	469	468	10	18	16	25	29	32	57	48	49	8	4	3
Non-Economically Disadvantaged	12	507	40315	100	0	100	500	487	498	10	7	5	20	13	15	50	65	66	20	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	81	1423	78750	99	100	99	501	497	500	4	7	6	31	30	29	64	60	63	0	3	2
All Students (Prior Year)	89	1350	75673	99	99	100	502	528	530	17	12	12	34	28	25	48	56	58	1	4	4
Female	42	722	38586	100	100	99	505	512	515	3	4	4	37	25	22	61	66	71	0	5	3
Male	39	701	40135	98	100	99	495	481	486	6	9	8	25	36	35	69	54	56	0	1	1
African American	NC	167	4081	NC	100	99	NC	503	488	NC	7	8	NC	26	32	NC	64	59	NC	3	2
Hispanic	55	655	31841	98	100	99	501	484	483	4	10	8	34	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	10	411	36440	100	100	99	515	515	516	0	3	3	22	22	22	78	69	71	0	6	4
Students with Disabilities	18	219	10622	100	100	100	458	394	415	14	28	21	50	50	50	36	21	28	0	2	1
Students without Disabilities	63	1205	68196	97	100	98	511	515	513	2	3	3	27	27	25	71	67	69	0	3	3
Limited English Proficient Students	18	255	12504	95	100	100	480	453	451	7	15	12	46	40	44	46	45	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	69	912	38558	95	98	96	498	489	485	5	9	8	32	36	37	63	53	54	0	2	1
Non-Economically Disadvantaged	12	512	40260	100	100	100	515	509	514	0	4	3	30	21	21	70	70	72	0	5	4

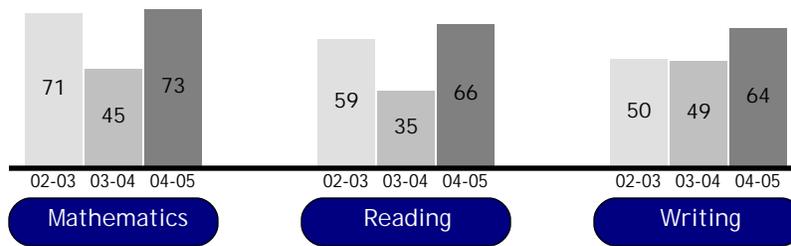
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	94	43	42	50	93	53	NA	58	100	36	41	47
	Language	95	41	33	43	99	54	44	50	100	34	39	47
	Mathematics	99	64	49	57	100	50	57	64	100	39	44	50
3	Reading	92	29	38	47	100	39	NA	55	100	33	41	44
	Language	94	40	45	54	100	50	54	61	100	33	40	44
	Mathematics	94	43	44	54	100	56	54	61	100	41	46	51
4	Reading	87	39	42	52	100	46	NA	56	99	39	43	48
	Language	93	35	40	48	100	46	45	52	99	41	45	49
	Mathematics	98	39	46	57	100	54	51	61	99	47	48	53
5	Reading	84	35	41	50	100	40	NA	55	99	45	46	50
	Language	85	31	38	46	98	40	43	49	99	46	45	50
	Mathematics	96	52	50	57	99	62	59	63	100	50	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/](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)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Schoolwide Plan/School Redesign
- Ü Parent Involvement
- Ü Community Involvement
- Ü Budget
- Ü Campus Safety

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	41.14
Other Professional Staff	4.00	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	5	0	0
4 to 6 years	4	1	0	0
7 to 9 years	5	0	0	0
10 or more years	5	18	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	48
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Parent Resource Center
- Ü iMac Project Lab
- Ü Library

Extracurricular Activities

- Ü After School Enrichment Clubs
- Ü Grade Level AIMS Tutoring/Homework Clubs
- Ü Before School Reading Buddies Club
- Ü Science Camp/Camp Sparky
- Ü Pre-school Story Time
- Ü CPLC Tutoring and Mentoring

Social Services

- Ü Parent Resource Center/Community Health
- Ü Counseling/ Bilingual Family Counseling
- Ü Head Start/Preschool/Adult Education
- Ü Adult ELLClasses

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Outstanding progress achieved in areas of reading, writing and math as reflected on the NWEA, Terra Nova and AIMS DPA 2005 data.
- ü Awarded approximately \$350,00 in grants to support increased student achievement and parental involvement.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Transfers Out Rates <sup>5</sup>	12	12	12	17
Transfers In Rate <sup>6</sup>	33	28	28	37
Stability Rate <sup>7</sup>	87	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	0	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

Zero Tolerance, School Safety Plan, Locked Campus, ID Badges, Second Step Violence Prevention, Think Time Behavior Intervention, Bully Prevention Program, Nutrition Program, Parent Resource Center.

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	Cindy Denton	(480) 894-5574
Transportation Policy	Paul Novak	(480) 774-2140
Community Resources	Vicki Dart	(480) 894-5574
School Nutrition Programs	Pam Gorowara	(480) 350-9006
Parent Organization	PTA	(480) 894-5574
Student Health/Nurse	Cheryl Johnston	(480) 894-5574

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.