



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1326 West 18th St, 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 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 : Mr. Rick Horvath
 Schedule : 08:00 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 627
 Web Address : www.tempe3.k12.az.us
 Phone Number : (480) 966-9934
 Fax Number : (480) 968-3165
 E-mail : rhorvath@tempeschools.org

Mission

The Holdeman community promotes and supports the appreciation of diversity, social responsibility and academic excellence.

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 All students will continue to progress toward mastery of essential reading, writing and math skills as evidenced by the DIBELS, NWEA, Terra Nova, and AIMS.
- ü Increase attendance from 94% to 95.5% or higher by providing recognition to classes which meet the 95% standard on a weekly basis. Also the staff will monitor attendance and communicate with parents on a daily basis regarding absences.
- ü To further develop the parent resource center to increase parent involvement.
- ü Continue development of the Schoolwide plan to become a highly performing school.

Enrollment

October 1, 2004 School Year Student Enrollment : 641
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 73

Instructional Programs

- ü Title I Schoolwide Program
- ü CLIP Reading Program
- ü On-site Special Education
- ü ESL
- ü Dual Immersion Program for Grades K-5
- ü Adult After School Classes
- ü PeaceBuilders
- ü Full-Day Kindergarten

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The Holdeman staff will provide a safe and secure environment where students can learn and achieve to the best of their ability. Teachers will be highly qualified and employ research based instructional strategies as well as curricular programs in order for students to master the Arizona Academic Standards and demonstrate adequate yearly progress.

Parents

Holdeman parents agree to support the school policy in the following ways: make sure students attend school, read with their child a minimum of 15 minutes a night, assist with homework, attend parent-teacher conferences, attend parent meeting during the school year at PTA or in the parent resource center, support the school in developing their child's social and collaborative skills, and teaching respect of others.

Transportation Policy

A child's safety on the school bus is a high priority for Tempe School District No. 3. Violations of safety and behavior rules will have consequences such as suspension from riding the bus. There is a Zero-tolerance Policy for infractions.

School Honors

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

Award/Honor	Year
ü Wells Fargo Grant	2003
ü Ezra Jack Keats Grant	2003
ü Tempe Diablos Award	2005
ü Rookie of the Year and Golden Apple Award	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	120	1702	79306	100	100	99	427	438	445	14	13	10	29	22	18	48	49	51	8	17	20
All Students (Prior Year)	86	1518	75509	98	99	100	481	512	521	35	17	13	32	25	23	26	32	33	7	25	31
Female	63	868	38691	100	100	99	427	436	446	15	13	10	30	23	18	47	48	52	8	16	20
Male	57	834	40583	100	100	99	427	440	445	14	13	11	27	21	18	50	50	50	9	17	21
African American	23	177	4041	96	99	99	415	433	426	15	17	17	40	21	23	45	50	50	0	12	10
Hispanic	60	806	32869	98	100	99	424	426	429	21	16	15	21	26	25	52	50	51	6	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	27	501	36197	100	100	99	447	461	463	5	7	5	21	14	11	47	47	53	26	33	31
Students with Disabilities	NC	206	10321	NC	100	100	NC	395	389	NC	33	30	NC	29	27	NC	28	34	NC	10	9
Students without Disabilities	114	1496	69060	100	100	98	427	444	454	14	10	7	29	21	17	48	51	54	9	18	22
Limited English Proficient Students	28	335	15509	100	100	100	428	408	406	16	22	20	22	32	30	54	42	45	8	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	104	1144	39415	99	99	96	423	427	431	17	17	15	30	28	25	49	46	50	5	10	10
Non-Economically Disadvantaged	16	558	39966	100	100	100	453	458	459	0	6	6	23	11	12	46	54	52	31	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	120	1702	79395	100	0	99	426	440	446	18	14	9	35	25	25	45	51	55	2	9	11
All Students (Prior Year)	86	1520	75492	98	100	100	496	512	519	28	16	12	26	19	16	37	45	47	9	20	24
Female	63	869	38743	100	0	100	432	444	451	13	11	7	34	25	24	51	54	57	2	11	12
Male	57	833	40618	100	0	99	419	435	440	23	18	11	36	26	27	39	48	53	2	8	9
African American	23	177	4052	96	0	100	418	438	434	15	14	11	40	27	29	45	54	54	0	5	6
Hispanic	60	807	32915	98	0	99	420	428	426	23	18	15	35	30	35	40	46	47	2	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	27	500	36221	100	0	99	454	464	465	11	7	4	21	15	15	63	59	63	5	19	17
Students with Disabilities	NC	206	10331	NC	0	100	NC	383	388	NC	44	25	NC	26	37	NC	23	34	NC	6	4
Students without Disabilities	114	1496	69139	100	0	99	429	448	454	15	10	7	35	25	24	47	55	58	2	10	11
Limited English Proficient Students	28	334	15545	100	0	100	427	407	399	16	26	21	32	34	42	49	38	35	3	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	104	1144	39484	99	0	96	418	428	429	20	18	14	38	32	35	40	45	47	1	5	4
Non-Economically Disadvantaged	16	558	39986	100	0	100	477	462	461	0	6	4	15	13	16	77	62	63	8	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	119	1676	78869	99	99	99	436	447	442	5	6	6	32	22	21	54	56	63	8	16	10
All Students (Prior Year)	86	1507	75053	98	99	99	563	620	597	13	6	7	16	9	12	64	73	72	7	12	9
Female	62	856	38536	98	99	99	452	462	458	6	5	4	17	16	15	65	58	67	12	21	14
Male	57	820	40302	100	99	99	417	431	428	5	7	8	50	29	26	41	55	60	5	9	7
African American	23	174	4015	96	98	99	427	444	430	10	6	8	25	28	24	60	53	61	5	13	7
Hispanic	60	791	32606	98	98	98	437	437	426	4	8	8	33	23	27	56	58	60	6	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	26	495	36078	100	100	99	457	467	459	6	4	4	22	16	16	50	55	66	22	25	14
Students with Disabilities	NC	202	10246	NC	100	100	NC	371	367	NC	19	18	NC	42	39	NC	34	40	NC	4	4
Students without Disabilities	113	1474	68697	99	98	98	438	458	454	5	4	4	29	19	18	57	59	67	9	17	11
Limited English Proficient Students	28	328	15339	100	100	100	438	412	399	5	12	11	32	29	31	54	53	54	8	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	103	1122	39106	98	97	95	428	436	427	5	7	8	36	26	28	55	57	59	4	10	5
Non-Economically Disadvantaged	16	554	39837	100	100	100	484	466	457	8	4	4	8	14	14	46	55	67	38	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	85	1421	78906	100	100	99	479	492	498	16	17	13	27	20	19	51	44	48	5	19	20
All Students (Prior Year)	78	1354	76019	100	99	100	487	495	499	12	15	14	47	40	39	16	11	14	25	34	33
Female	38	721	38644	100	100	99	491	495	500	16	15	12	19	20	19	56	45	49	9	20	19
Male	47	700	40236	100	100	99	471	488	497	17	20	15	34	21	19	46	42	46	2	17	20
African American	18	165	4087	100	100	99	473	491	481	13	12	20	40	25	24	47	50	45	0	13	11
Hispanic	41	654	31938	100	100	99	466	480	481	29	25	19	26	22	25	43	41	46	3	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	17	412	36483	100	100	99	513	513	517	0	8	7	13	12	13	69	48	51	19	32	30
Students with Disabilities	12	219	10664	100	100	100	443	416	430	60	56	42	20	18	27	20	19	26	0	6	5
Students without Disabilities	73	1203	68310	100	100	98	485	506	509	10	10	9	29	20	18	56	48	51	6	21	22
Limited English Proficient Students	21	257	12573	100	100	100	472	455	454	21	31	27	33	25	30	42	35	38	4	9	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	65	913	38679	100	98	96	477	484	483	17	22	20	30	25	25	49	41	45	4	12	10
Non-Economically Disadvantaged	20	509	40295	100	100	100	486	505	513	15	10	7	20	12	13	55	49	50	10	30	30

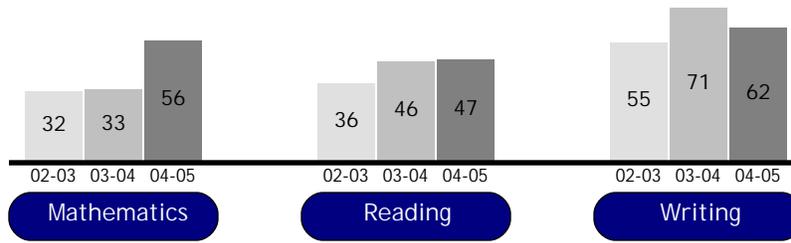
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	1418	78908	100	0	99	470	476	484	11	14	10	32	23	23	53	54	58	4	8	9
All Students (Prior Year)	78	1349	76020	100	99	100	500	498	503	26	33	25	33	23	23	35	36	40	5	8	12
Female	38	720	38648	100	0	99	482	483	489	9	9	8	19	22	22	66	59	61	6	10	10
Male	47	698	40233	100	0	99	460	469	479	12	19	12	41	24	25	44	50	55	2	7	8
African American	18	165	4092	100	0	99	466	480	473	20	14	12	20	15	28	53	66	54	7	5	5
Hispanic	41	651	31940	100	0	99	460	463	465	14	19	16	43	30	32	40	46	49	3	4	3
Asian/Pacific Islander	NC	54	1805	NC	0	99	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	17	412	36502	100	0	99	494	496	502	0	6	4	13	13	14	81	65	67	6	17	15
Students with Disabilities	12	219	10665	100	0	100	436	402	423	40	47	30	30	31	36	30	19	31	0	2	2
Students without Disabilities	73	1200	68312	100	0	98	475	489	493	6	8	7	32	22	21	57	61	62	5	9	10
Limited English Proficient Students	21	256	12556	100	0	100	458	438	436	13	27	24	50	34	40	38	36	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	65	912	38662	100	0	96	469	469	468	11	18	16	34	29	32	49	48	49	6	4	3
Non-Economically Disadvantaged	20	507	40315	100	0	100	471	487	498	10	7	5	25	13	15	65	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	86	1423	78750	100	100	99	485	497	500	11	7	6	32	30	29	58	60	63	0	3	2
All Students (Prior Year)	78	1350	75673	100	99	100	511	528	530	12	12	12	28	28	25	58	56	58	2	4	4
Female	38	722	38586	100	100	99	508	512	515	3	4	4	28	25	22	69	66	71	0	5	3
Male	48	701	40135	100	100	99	468	481	486	17	9	8	34	36	35	49	54	56	0	1	1
African American	19	167	4081	100	100	99	468	503	488	20	7	8	27	26	32	53	64	59	0	3	2
Hispanic	41	655	31841	100	100	99	470	484	483	14	10	8	43	35	36	43	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	17	411	36440	100	100	99	531	515	516	0	3	3	6	22	22	94	69	71	0	6	4
Students with Disabilities	12	219	10622	100	100	100	423	394	415	30	28	21	40	50	50	30	21	28	0	2	1
Students without Disabilities	74	1205	68196	100	100	98	495	515	513	8	3	3	30	27	25	62	67	69	0	3	3
Limited English Proficient Students	21	255	12504	100	100	100	459	453	451	17	15	12	42	40	44	42	45	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	65	912	38558	100	98	96	477	489	485	13	9	8	34	36	37	53	53	54	0	2	1
Non-Economically Disadvantaged	21	512	40260	100	100	100	507	509	514	5	4	3	25	21	21	70	70	72	0	5	4

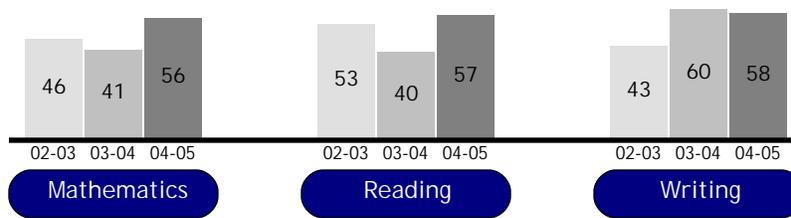
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	78	27	42	50	92	34	NA	58	98	35	41	47
	Language	94	20	33	43	100	24	44	50	98	27	39	47
	Mathematics	98	37	49	57	100	43	57	64	99	36	44	50
3	Reading	82	19	38	47	99	31	NA	55	100	30	41	44
	Language	97	25	45	54	97	35	54	61	100	31	40	44
	Mathematics	96	21	44	54	98	32	54	61	100	38	46	51
4	Reading	95	29	42	52	86	29	NA	56	100	31	43	48
	Language	94	26	40	48	94	27	45	52	100	33	45	49
	Mathematics	100	33	46	57	95	30	51	61	100	38	48	53
5	Reading	90	30	41	50	96	42	NA	55	100	42	46	50
	Language	97	32	38	46	99	35	43	49	100	38	45	50
	Mathematics	100	32	50	57	99	42	59	63	100	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

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

Council Duties

- Ü School Safety Issues
- Ü School/Business/Community Relations
- Ü Instructional Materials Recommendations
- Ü Budget/Title/Grant Recommendations
- Ü Extracurricular Activities
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	38.75
Other Professional Staff	4.20	Teacher Aide	7.16

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	0	0	0
4 to 6 years	4	5	0	0
7 to 9 years	2	2	0	0
10 or more years	6	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	54
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 Literacy Center
- Ü Library/Studio with Closed-circuit TV
- Ü Parent Resource Center
- Ü Computer Lab

Extracurricular Activities

- Ü PeaceBuilders Programs
- Ü Kid Zone--Before/Afterschool Activities
- Ü Extended-day (for Learning)
- Ü Mentoring Program with DHL, Paymentech
- Ü Academic/Tutor Clubs
- Ü Dance Club
- Ü Physical Fitness CLub

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Parent Resource Center
- Ü Health/Dental Services
- Ü Counseling For Students
- Ü English Language Classes for Parents

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Primary readers performing at or above grade level have increased this past year as a result of the implementation of a fully concentrated 90 minute daily reading block, daily intervention block and the Four Block Strategy.

- ü Student suspensions have dropped due to the development of a pro-active discipline plan supported by staff. This plan offers a nurturing environment with academic/social assistance from teacher support along with guidance from the counselor.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	22	12	12	17
Transfers In Rate ⁶	36	28	28	37
Stability Rate ⁷	77	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Holdeman uses a consistent TD#3 district-wide discipline policy along with the positive approaches of the PeaceBuilder, Project Alert, and Olweus Bullying Prevention programs. 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 Department of Education's Exemplary program, 'Second Step.'

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Rick Horvath	(480) 966-9934
Transportation Policy	Paul Novak	(480) 784-1337
Community Resources	Ann Piedra	(480) 966-9934
School Nutrition Programs	Pam Gorowara	(480) 774-2126
Parent Organization	Office	(480) 966-9934
Student Health/Nurse	Audrea Pryce/Cynthia Dappen	(480) 966-9934

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.