



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1500 N Scovel 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 : Dr. Frank Klajda
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 525
 Web Address : www.tempe3.k12.az.us
 Phone Number : (480) 941-2440
 Fax Number : (480) 970-4231
 E-mail : fklajda@tempeschools.org

Mission

The Laird School community works collaboratively to create a child-centered environment that honors the diversity of our students. As the first Kids at Hope School in the East Valley, we believe that ALL KIDS ARE CAPABLE OF SUCCESS - NO EXCEPTIONS!

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not 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 As a Reading First School, all K-3 staff members have been trained in the use of Reading First instructional strategies and materials. Our reading goal is for all students to become proficient readers by the end of third grade.
- ü In the areas of writing and math, our goal is for all students to demonstrate at least one year's growth in each area over the course of each school year.

Enrollment

October 1, 2004 School Year Student Enrollment : 517
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 30

Instructional Programs

- ü Reading First
- ü Full-day Kindergarten
- ü General Music/Band/Orchestra/Chorus
- ü On-site Special Education/Gifted
- ü Computer Instruction

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

The staff has the responsibilities of challenging each student to achieve their potential; monitoring required classwork and homework; keeping parents informed of student progress; and responding to parent requests and concerns regarding their child.

Parents

Attend school functions and activities such as Meet the Teacher Day and Parent/Teacher conferences. Assist with homework and check child's backpack each school day. Assure that child comes to school on time unless ill. Join and support the PTA.

Transportation Policy

Tempe School Dist. 3 has developed a strict district-wide Zero Tolerance Program to ensure safe and appropriate behavior. Unsafe/inappropriate conduct while enroute to or from, or at a bus stop or while riding the bus may result in disciplinary action.

School Honors

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

Award/Honor	Year
ü Reading First School	2003
ü Kids at Hope School	2002
ü MESA Day Competition Champions	2003
ü Spotlight on Success 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	76	1702	79306	100	100	99	427	438	445	18	13	10	34	22	18	34	49	51	15	17	20
All Students (Prior Year)	96	1518	75509	100	99	100	490	512	521	25	17	13	36	25	23	32	32	33	8	25	31
Female	33	868	38691	100	100	99	420	436	446	21	13	10	43	23	18	25	48	52	11	16	20
Male	43	834	40583	100	100	99	434	440	445	15	13	11	26	21	18	41	50	50	18	17	21
African American	--	177	4041	--	99	99	--	433	426	--	17	17	--	21	23	--	50	50	--	12	10
Hispanic	45	806	32869	100	100	99	411	426	429	24	16	15	44	26	25	27	50	51	5	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	22	501	36197	100	100	99	468	461	463	0	7	5	7	14	11	53	47	53	40	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	71	1496	69060	99	100	98	428	444	454	18	10	7	32	21	17	35	51	54	15	18	22
Limited English Proficient Students	25	335	15509	100	100	100	400	408	406	28	22	20	50	32	30	22	42	45	0	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	63	1144	39415	100	99	96	421	427	431	19	17	15	38	28	25	33	46	50	10	10	10
Non-Economically Disadvantaged	13	558	39966	100	100	100	461	458	459	10	6	6	10	11	12	40	54	52	40	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	76	1702	79395	100	0	99	437	440	446	11	14	9	35	25	25	47	51	55	6	9	11
All Students (Prior Year)	96	1520	75492	100	100	100	504	512	519	15	16	12	25	19	16	53	45	47	8	20	24
Female	33	869	38743	100	0	100	435	444	451	7	11	7	50	25	24	36	54	57	7	11	12
Male	43	833	40618	100	0	99	439	435	440	15	18	11	24	26	27	56	48	53	6	8	9
African American	--	177	4052	--	0	100	--	438	434	--	14	11	--	27	29	--	54	54	--	5	6
Hispanic	45	807	32915	100	0	99	421	428	426	15	18	15	44	30	35	39	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	22	500	36221	100	0	99	475	464	465	0	7	4	20	15	15	67	59	63	13	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	71	1496	69139	99	0	99	438	448	454	12	10	7	35	25	24	47	55	58	7	10	11
Limited English Proficient Students	25	334	15545	100	0	100	409	407	399	19	26	21	50	34	42	31	38	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	63	1144	39484	100	0	96	427	428	429	13	18	14	40	32	35	42	45	47	4	5	4
Non-Economically Disadvantaged	13	558	39986	100	0	100	487	462	461	0	6	4	10	13	16	70	62	63	20	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	76	1676	78869	100	99	99	449	447	442	5	6	6	19	22	21	63	56	63	13	16	10
All Students (Prior Year)	93	1507	75053	97	99	99	647	620	597	4	6	7	2	9	12	80	73	72	14	12	9
Female	33	856	38536	100	99	99	458	462	458	7	5	4	7	16	15	68	58	67	18	21	14
Male	43	820	40302	100	99	99	442	431	428	3	7	8	29	29	26	59	55	60	9	9	7
African American	--	174	4015	--	98	99	--	444	430	--	6	8	--	28	24	--	53	61	--	13	7
Hispanic	45	791	32606	100	98	98	443	437	426	7	8	8	17	23	27	68	58	60	7	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	22	495	36078	100	100	99	463	467	459	0	4	4	20	16	16	53	55	66	27	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	71	1474	68697	99	98	98	450	458	454	5	4	4	18	19	18	63	59	67	13	17	11
Limited English Proficient Students	25	328	15339	100	100	100	429	412	399	8	12	11	25	29	31	64	53	54	3	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	63	1122	39106	100	97	95	443	436	427	6	7	8	23	26	28	60	57	59	12	10	5
Non-Economically Disadvantaged	13	554	39837	100	100	100	483	466	457	0	4	4	0	14	14	80	55	67	20	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	458	492	498	43	17	13	25	20	19	29	44	48	3	19	20
All Students (Prior Year)	78	1354	76019	100	99	100	474	495	499	23	15	14	47	40	39	7	11	14	23	34	33
Female	38	721	38644	100	100	99	460	495	500	47	15	12	22	20	19	25	45	49	6	20	19
Male	40	700	40236	100	100	99	457	488	497	39	20	15	27	21	19	33	42	46	0	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	444	480	481	54	25	19	27	22	25	19	41	46	0	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	504	513	517	25	8	7	0	12	13	63	48	51	13	32	30
Students with Disabilities	14	219	10664	100	100	100	422	416	430	85	56	42	15	18	27	0	19	26	0	6	5
Students without Disabilities	64	1203	68310	100	100	98	468	506	509	33	10	9	27	20	18	37	48	51	4	21	22
Limited English Proficient Students	35	257	12573	100	100	100	446	455	454	56	31	27	23	25	30	19	35	38	2	9	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	69	913	38679	99	98	96	456	484	483	46	22	20	25	25	25	25	41	45	3	12	10
Non-Economically Disadvantaged	NC	509	40295	NC	100	100	NC	505	513	NC	10	7	NC	12	13	NC	49	50	NC	30	30

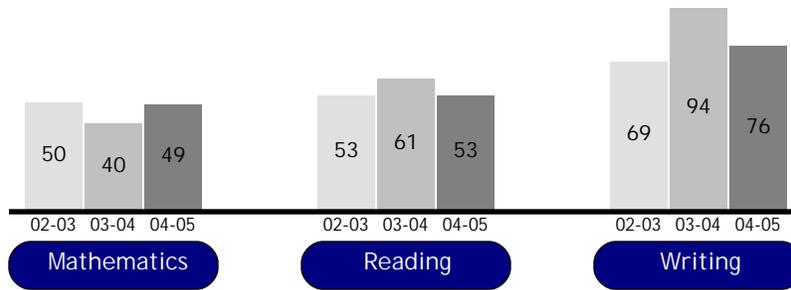
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	1418	78908	99	0	99	449	476	484	32	14	10	37	23	23	29	54	58	2	8	9
All Students (Prior Year)	78	1349	76020	100	99	100	490	498	503	47	33	25	18	23	23	32	36	40	3	8	12
Female	37	720	38648	97	0	99	452	483	489	28	9	8	41	22	22	31	59	61	0	10	10
Male	40	698	40233	100	0	99	445	469	479	36	19	12	33	24	25	27	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	436	463	465	40	19	16	44	30	32	17	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	10	412	36502	100	0	99	491	496	502	25	6	4	0	13	14	63	65	67	13	17	15
Students with Disabilities	14	219	10665	100	0	100	416	402	423	69	47	30	31	31	36	0	19	31	0	2	2
Students without Disabilities	63	1200	68312	98	0	98	457	489	493	23	8	7	38	22	21	37	61	62	2	9	10
Limited English Proficient Students	35	256	12556	100	0	100	435	438	436	42	27	24	42	34	40	16	36	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	69	912	38662	99	0	96	448	469	468	34	18	16	37	29	32	27	48	49	2	4	3
Non-Economically Disadvantaged	NC	507	40315	NC	0	100	NC	487	498	NC	7	5	NC	13	15	NC	65	66	NC	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	470	497	500	15	7	6	35	30	29	49	60	63	0	3	2
All Students (Prior Year)	78	1350	75673	100	99	100	513	528	530	15	12	12	22	28	25	62	56	58	2	4	4
Female	38	722	38586	100	100	99	476	512	515	16	4	4	25	25	22	59	66	71	0	5	3
Male	40	701	40135	100	100	99	464	481	486	15	9	8	45	36	35	39	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	56	655	31841	100	100	99	454	484	483	19	10	8	42	35	36	40	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	510	515	516	13	3	3	13	22	22	75	69	71	0	6	4
Students with Disabilities	14	219	10622	100	100	100	406	394	415	46	28	21	31	50	50	23	21	28	0	2	1
Students without Disabilities	64	1205	68196	100	100	98	486	515	513	8	3	3	37	27	25	56	67	69	0	3	3
Limited English Proficient Students	35	255	12504	100	100	100	450	453	451	21	15	12	42	40	44	37	45	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	69	912	38558	99	98	96	469	489	485	15	9	8	36	36	37	49	53	54	0	2	1
Non-Economically Disadvantaged	NC	512	40260	NC	100	100	NC	509	514	NC	4	3	NC	21	21	NC	70	72	NC	5	4

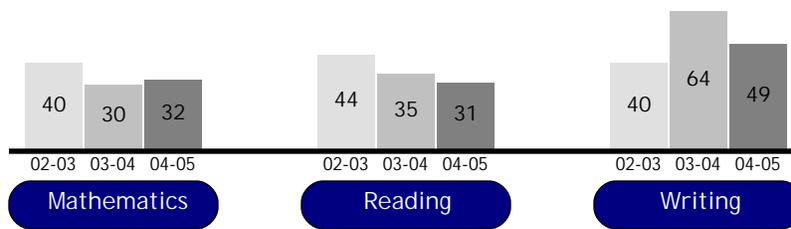
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	98	31	42	50	87	60	NA	58	100	31	41	47
	Language	100	18	33	43	88	41	44	50	100	29	39	47
	Mathematics	100	39	49	57	93	47	57	64	100	29	44	50
3	Reading	88	26	38	47	96	41	NA	55	100	36	41	44
	Language	94	31	45	54	97	49	54	61	100	37	40	44
	Mathematics	99	30	44	54	96	42	54	61	100	39	46	51
4	Reading	96	34	42	52	93	32	NA	56	100	39	43	48
	Language	99	36	40	48	95	34	45	52	100	43	45	49
	Mathematics	100	33	46	57	95	30	51	61	100	46	48	53
5	Reading	97	30	41	50	100	44	NA	55	99	34	46	50
	Language	97	29	38	46	100	39	43	49	99	31	45	50
	Mathematics	97	38	50	57	100	47	59	63	100	30	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)
- 6 Teacher(s)
- 6 Parent(s)
- 3 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget
- Ü Curriculum Development
- Ü Facilities/Safety
- Ü Funding/Grants
- Ü Parent/Educator Relations
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	11.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
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
- Ü Media Center/Library
- Ü Multipurpose Room

Extracurricular Activities

- Ü Student Council
- Ü Afterschool Academic Clubs
- Ü CPLC Tutoring and Mentoring
- Ü Afterschool Recreational Clubs
- Ü Reading Tutoring

Social Services

- Ü Daycare - Kid Zone
- Ü Summer School Enrichment
- Ü Parenting Classes
- Ü Adult English Language Classes
- Ü Preschool Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü More students are learning their math basic skills by following the grade level benchmarks. Math achievement has been enhanced through the use of flexible student groupings and team teaching approaches.
- ü Funding is directed to activities with math/science/ technology focus. Field trips are taken: Arizona Science Center, Lowell Observatory, Dons of Arizona Day Camp, Prescott Pines Camp; all grade levels participated in the Celebrate Learning Night.
- ü Reading growth and achievement is assessed on a regular basis through the use of the DIBELS assessment. Teachers and support staff use this data to design instruction to meet the individual needs of each child. Intervention support is also provided.
- ü Teachers are creating on-line curriculum maps for each academic area. Teachers have completed Language Arts maps and will be working on maps for Mathematics. These maps will assist teachers in eliminating repetition and gaps from their planning.

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	17	12	12	17
Transfers In Rate ⁶	36	28	28	37
Stability Rate ⁷	82	87	87	82
Promotion Rate ⁸	96	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

Laird faculty and staff works diligently to create a safe and welcoming learning environment for all students. Students are consistently educated regarding positive behavior. Inappropriate/disruptive behavior is handled in a fair, yet firm manner. Our motto: Be Here, Work Hard, Be Nice.

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) :

6

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	Shannon Manygoats	(480) 941-2440
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Frank Klajda	(480) 941-2440
School Nutrition Programs	Pam Gorowara	(480) 774-2126
Parent Organization	Pat Sturgis	(480) 941-2440
Student Health/Nurse	Pat Thornton	(480) 941-2440

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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