



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2615 S. Dorsey Ln., 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Highly 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 : Mr. Howard Oechsner  
 Schedule : 08:00 AM to 04:00 PM  
 Grades : K-5  
 2005 Enrollment : 416  
 Web Address : www.tempeschools.org/schools/emeyer.ht  
 Phone Number : (480) 829-8002  
 Fax Number : (480) 829-6561  
 E-mail : howard@tempeschools.org

### Mission

VISION: A community of learners achieving excellence in a safe and secure environment.

MISSION: To provide an enriched environment in which community, parents, staff, and students strive for the success of all children.

### 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 At least 85% of kindergarten through third grade students will reach the benchmark level in DIBELS reading assessments.
- ü All 3-5 students will show appropriate grade-level growth as measured by NWEA RIT scores.

### Enrollment

October 1, 2004 School Year Student Enrollment : 407  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 157

Instructional Programs

- Ü Integrated Learning
- Ü Accelerated Reader
- Ü Full-day Kindergarten
- Ü On-site Special Education
- Ü Full Music Program: Band, Choir, Orch

Calendar Information

Number of Instruction Days :	178
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

Meyer School assures a safe and enjoyable learning environment where students are guided to achieve their highest potential. Parents receive regular communications to keep them informed of their child's progress and events occurring at the school.

Parents

Meyer School expects that parents will send their students to school every day, on time, and prepared. This includes providing proper clothing and nourishment, assisting students with daily homework, and supporting school dress and behavior codes.

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.

School Honors

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

Award/Honor	Year
Ü Two National Board Certified Teachers	2005
Ü Diablos Excellence in Ed. Award--Grade 4	2002
Ü Diablos Excellence in Ed. Award--Grade K/1	2003
Ü Diablos Excellence in Ed. Award--Grade 3	2004

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	67	1702	79306	99	100	99	430	438	445	15	13	10	15	22	18	45	49	51	25	17	20
All Students (Prior Year)	71	1518	75509	96	99	100	529	512	521	10	17	13	20	25	23	36	32	33	34	25	31
Female	37	868	38691	100	100	99	402	436	446	17	13	10	24	23	18	28	48	52	31	16	20
Male	30	834	40583	97	100	99	461	440	445	12	13	11	4	21	18	65	50	50	19	17	21
African American	13	177	4041	100	99	99	469	433	426	0	17	17	10	21	23	70	50	50	20	12	10
Hispanic	22	806	32869	100	100	99	394	426	429	21	16	15	21	26	25	37	50	51	21	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	28	501	36197	97	100	99	446	461	463	9	7	5	13	14	11	43	47	53	35	33	31
Students with Disabilities	10	206	10321	100	100	100	303	395	389	22	33	30	22	29	27	22	28	34	33	10	9
Students without Disabilities	57	1496	69060	98	100	98	455	444	454	13	10	7	13	21	17	50	51	54	24	18	22
Limited English Proficient Students	10	335	15509	100	100	100	341	408	406	23	22	20	23	32	30	31	42	45	23	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	40	1144	39415	95	99	96	440	427	431	23	17	15	19	28	25	35	46	50	23	10	10
Non-Economically Disadvantaged	27	558	39966	100	100	100	418	458	459	4	6	6	8	11	12	58	54	52	29	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	67	1702	79395	99	0	99	428	440	446	11	14	9	22	25	25	58	51	55	9	9	11
All Students (Prior Year)	71	1520	75492	96	100	100	522	512	519	8	16	12	10	19	16	59	45	47	22	20	24
Female	37	869	38743	100	0	100	407	444	451	14	11	7	24	25	24	48	54	57	14	11	12
Male	30	833	40618	97	0	99	451	435	440	8	18	11	19	26	27	69	48	53	4	8	9
African American	13	177	4052	100	0	100	475	438	434	0	14	11	0	27	29	90	54	54	10	5	6
Hispanic	22	807	32915	100	0	99	383	428	426	21	18	15	32	30	35	42	46	47	5	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	28	500	36221	97	0	99	449	464	465	4	7	4	17	15	15	65	59	63	13	19	17
Students with Disabilities	10	206	10331	100	0	100	290	383	388	22	44	25	22	26	37	56	23	34	0	6	4
Students without Disabilities	57	1496	69139	98	0	99	455	448	454	9	10	7	22	25	24	59	55	58	11	10	11
Limited English Proficient Students	10	334	15545	100	0	100	339	407	399	15	26	21	31	34	42	46	38	35	8	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	40	1144	39484	95	0	96	441	428	429	16	18	14	26	32	35	52	45	47	6	5	4
Non-Economically Disadvantaged	27	558	39986	100	0	100	411	462	461	4	6	4	17	13	16	67	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	67	1676	78869	99	99	99	434	447	442	4	6	6	24	22	21	58	56	63	15	16	10
All Students (Prior Year)	71	1507	75053	96	99	99	642	620	597	3	6	7	3	9	12	81	73	72	12	12	9
Female	37	856	38536	100	99	99	432	462	458	0	5	4	21	16	15	59	58	67	21	21	14
Male	30	820	40302	97	99	99	438	431	428	8	7	8	27	29	26	58	55	60	8	9	7
African American	13	174	4015	100	98	99	466	444	430	0	6	8	40	28	24	40	53	61	20	13	7
Hispanic	22	791	32606	100	98	98	397	437	426	5	8	8	16	23	27	79	58	60	0	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	28	495	36078	97	100	99	454	467	459	4	4	4	17	16	16	52	55	66	26	25	14
Students with Disabilities	10	202	10246	100	100	100	273	371	367	11	19	18	56	42	39	33	34	40	0	4	4
Students without Disabilities	57	1474	68697	98	98	98	466	458	454	2	4	4	17	19	18	63	59	67	17	17	11
Limited English Proficient Students	10	328	15339	100	100	100	343	412	399	8	12	11	23	29	31	62	53	54	8	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	40	1122	39106	95	97	95	459	436	427	3	7	8	19	26	28	65	57	59	13	10	5
Non-Economically Disadvantaged	27	554	39837	100	100	100	402	466	457	4	4	4	29	14	14	50	55	67	17	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	59	1421	78906	100	100	99	497	492	498	16	17	13	18	20	19	51	44	48	14	19	20
All Students (Prior Year)	60	1354	76019	100	99	100	492	495	499	16	15	14	38	40	39	16	11	14	29	34	33
Female	36	721	38644	100	100	99	513	495	500	7	15	12	14	20	19	57	45	49	21	20	19
Male	23	700	40236	100	100	99	475	488	497	29	20	15	24	21	19	43	42	46	5	17	20
African American	10	165	4087	100	100	99	469	491	481	44	12	20	11	25	24	33	50	45	11	13	11
Hispanic	13	654	31938	100	100	99	481	480	481	22	25	19	22	22	25	56	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	27	412	36483	93	100	99	508	513	517	8	8	7	20	12	13	52	48	51	20	32	30
Students with Disabilities	12	219	10664	100	100	100	445	416	430	70	56	42	10	18	27	10	19	26	10	6	5
Students without Disabilities	47	1203	68310	100	100	98	510	506	509	3	10	9	21	20	18	62	48	51	15	21	22
Limited English Proficient Students	NC	257	12573	NC	100	100	NC	455	454	NC	31	27	NC	25	30	NC	35	38	NC	9	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	30	913	38679	100	98	96	482	484	483	21	22	20	29	25	25	42	41	45	8	12	10
Non-Economically Disadvantaged	29	509	40295	100	100	100	511	505	513	12	10	7	8	12	13	60	49	50	20	30	30

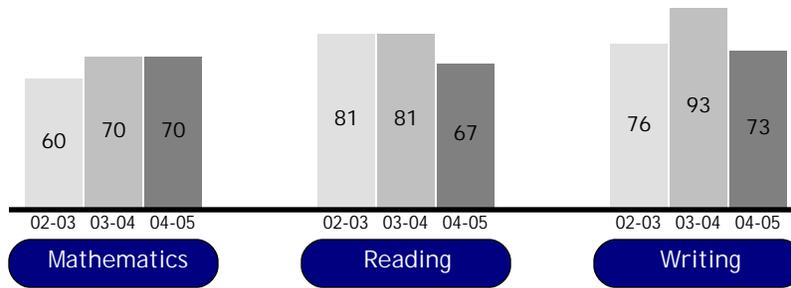
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	1418	78908	98	0	99	489	476	484	10	14	10	21	23	23	60	54	58	8	8	9
All Students (Prior Year)	60	1349	76020	100	99	100	502	498	503	33	33	25	20	23	23	35	36	40	13	8	12
Female	36	720	38648	100	0	99	501	483	489	4	9	8	18	22	22	64	59	61	14	10	10
Male	22	698	40233	96	0	99	471	469	479	20	19	12	25	24	25	55	50	55	0	7	8
African American	10	165	4092	100	0	99	457	480	473	44	14	12	11	15	28	33	66	54	11	5	5
Hispanic	12	651	31940	100	0	99	488	463	465	0	19	16	38	30	32	50	46	49	13	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	27	412	36502	93	0	99	498	496	502	4	6	4	20	13	14	72	65	67	4	17	15
Students with Disabilities	12	219	10665	100	0	100	437	402	423	50	47	30	30	31	36	20	19	31	0	2	2
Students without Disabilities	46	1200	68312	98	0	98	502	489	493	0	8	7	18	22	21	71	61	62	11	9	10
Limited English Proficient Students	NC	256	12556	NC	0	100	NC	438	436	NC	27	24	NC	34	40	NC	36	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	30	912	38662	100	0	96	475	469	468	17	18	16	25	29	32	54	48	49	4	4	3
Non-Economically Disadvantaged	28	507	40315	97	0	100	502	487	498	4	7	5	17	13	15	67	65	66	13	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	59	1423	78750	100	100	99	508	497	500	6	7	6	27	30	29	61	60	63	6	3	2
All Students (Prior Year)	60	1350	75673	100	99	100	518	528	530	24	12	12	27	28	25	44	56	58	5	4	4
Female	36	722	38586	100	100	99	531	512	515	0	4	4	21	25	22	68	66	71	11	5	3
Male	23	701	40135	100	100	99	476	481	486	14	9	8	33	36	35	52	54	56	0	1	1
African American	10	167	4081	100	100	99	464	503	488	22	7	8	33	26	32	44	64	59	0	3	2
Hispanic	13	655	31841	100	100	99	495	484	483	11	10	8	22	35	36	67	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	27	411	36440	93	100	99	521	515	516	0	3	3	32	22	22	60	69	71	8	6	4
Students with Disabilities	12	219	10622	100	100	100	435	394	415	30	28	21	40	50	50	30	21	28	0	2	1
Students without Disabilities	47	1205	68196	100	100	98	526	515	513	0	3	3	23	27	25	69	67	69	8	3	3
Limited English Proficient Students	NC	255	12504	NC	100	100	NC	453	451	NC	15	12	NC	40	44	NC	45	43	NC	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	30	912	38558	100	98	96	491	489	485	13	9	8	25	36	37	54	53	54	8	2	1
Non-Economically Disadvantaged	29	512	40260	100	100	100	523	509	514	0	4	3	28	21	21	68	70	72	4	5	4

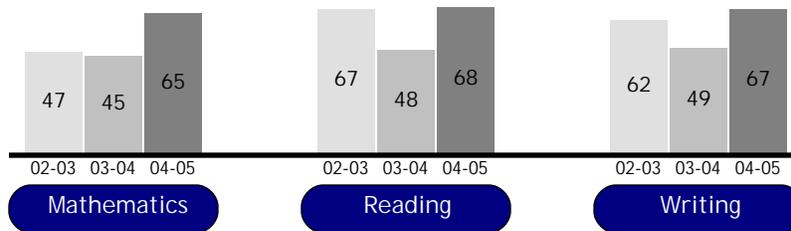
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	92	39	42	50	94	56	NA	58	95	55	41	47
	Language	98	28	33	43	93	53	44	50	95	50	39	47
	Mathematics	97	34	49	57	96	50	57	64	97	50	44	50
3	Reading	96	55	38	47	94	58	NA	55	94	50	41	44
	Language	98	60	45	54	96	60	54	61	94	48	40	44
	Mathematics	98	49	44	54	94	61	54	61	94	57	46	51
4	Reading	96	44	42	52	98	62	NA	56	96	55	43	48
	Language	100	46	40	48	100	54	45	52	96	56	45	49
	Mathematics	98	48	46	57	98	58	51	61	96	61	48	53
5	Reading	95	50	41	50	98	49	NA	55	98	48	46	50
	Language	100	41	38	46	100	46	43	49	98	50	45	50
	Mathematics	98	57	50	57	97	65	59	63	100	48	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)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Establish and Monitor School Goals
- Ü Plan and monitor budget for Frys' Monies
- Ü Plan and monitor Tax Credit expenditures
- Ü Plan and monitor Title I expenditures
- Ü Support Educational Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	25.49
Other Professional Staff	2.20	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	1	2	0	0
7 to 9 years	1	6	0	0
10 or more years	2	12	0	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	22
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 Macintosh iMac Computer Lab
- Ü Library Holding Over 9,000 Volumes
- Ü Band and Orchestra Rooms

Extracurricular Activities

- Ü Drama Program
- Ü Band, Chorus, and Orchestra
- Ü Numerous After School Clubs
- Ü Student Council

Social Services

- Ü Before and After School Child Care
- Ü Breakfast and Lunch Programs
- Ü Counseling Services
- Ü Character Education Classes

School Achievements/Accomplishments 2004-05

- ü The school has worked with the PTA and the Site Council to fully implement the Accelerated Reader Program in grades one through five.
  
- ü Large percentage of faculty have completed extensive training in Discipline-Based Art Education, Multiple Intelligences training, and English Language Learning classes.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	15	12	12	17
Transfers In Rate <sup>6</sup>	28	28	28	37
Stability Rate <sup>7</sup>	84	87	87	82
Promotion Rate <sup>8</sup>	96	96	95	81
Retention Rate <sup>9</sup>	2	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

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."

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	Howard J. Oechsner	(480) 829-8002
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Veronica Galaz	(480) 829-8002
School Nutrition Programs	Pam Gorawara	(480) 774-2126
Parent Organization	Isela Blanc, PTA President	(480) 829-8002
Student Health/Nurse	Patricia Lamb	(480) 829-8002

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.