



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4525 S College Ave, Tempe, AZ 85282

Tempe School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Underperforming

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Hilda Carr-Gaona
 Schedule : 07:00 AM to 05:00 PM
 Grades : Pre-K-5
 2005 Enrollment : 429
 Web Address : www.tempeschools.org/schools/eevans.htm
 Phone Number : (480) 839-8489
 Fax Number : (480) 838-0319
 E-mail : hcarrgao@tempeschools.org

Mission

We will provide an environment where everyone feels secure/protected; increase learning in all areas by setting high expectations/helping learners acquire tools needed to achieve them; promote an inviting place where differences are valued/respected.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü Increase student achievement as measured by the TerraNova, District Assessments, and AIMS.
- ü Create an environment for risk-taking.
- ü Provide exceptional customer service.

Enrollment

October 1, 2004 School Year Student Enrollment : 418
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 120

Instructional Programs

- ü Bodybrain Compatible Ed/ITI
- ü Structured English Immersion
- ü Reading First/Harcourt Trophies Core Pgm
- ü Early Reading First Preschool
- ü Guadalupe Prevention and Intervention Ce
- ü ASU Indigenous Teacher Prep Program

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 :	5/24/2006

Shared Responsibilities

School

The Evans faculty and staff work diligently at providing a safe and focused student learning environment, where students are challenged at their instructional level and are raised to their highest potential in each subject.

Parents

Show respect/support for child/staff/school; supervise reading/assist with homework; review school information; attend parent conferences/school functions; ensure daily attendance; praise progress; talk about Lifelong Guidelines/LIFESKILLS.

Transportation Policy

A districtwide policy on transportation safety and behavior is followed. Violation of policy is referred to school for corrective/disciplinary action. Busing boundaries established by Governing Board.

School Honors

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

Award/Honor	Year
ü Rookie Teacher of the Year Award	2004
ü Wells Fargo Grant Winner	2004
ü Tempe Diablos Award for Innovative Program	2005
ü ASBA Golden Bell 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	61	1702	79306	97	100	99	445	438	445	5	13	10	25	22	18	56	49	51	13	17	20
All Students (Prior Year)	58	1518	75509	100	99	100	503	512	521	8	17	13	46	25	23	32	32	33	14	25	31
Female	30	868	38691	94	100	99	449	436	446	7	13	10	22	23	18	56	48	52	15	16	20
Male	31	834	40583	100	100	99	441	440	445	4	13	11	29	21	18	57	50	50	11	17	21
African American	NC	177	4041	NC	99	99	NC	433	426	NC	17	17	NC	21	23	NC	50	50	NC	12	10
Hispanic	25	806	32869	93	100	99	430	426	429	8	16	15	29	26	25	54	50	51	8	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	24	501	36197	100	100	99	466	461	463	0	7	5	15	14	11	65	47	53	20	33	31
Students with Disabilities	12	206	10321	100	100	100	413	395	389	8	33	30	58	29	27	33	28	34	0	10	9
Students without Disabilities	49	1496	69060	94	100	98	454	444	454	5	10	7	16	21	17	63	51	54	16	18	22
Limited English Proficient Students	NC	335	15509	NC	100	100	NC	408	406	NC	22	20	NC	32	30	NC	42	45	NC	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	44	1144	39415	98	99	96	440	427	431	3	17	15	29	28	25	61	46	50	8	10	10
Non-Economically Disadvantaged	17	558	39966	94	100	100	455	458	459	12	6	6	18	11	12	47	54	52	24	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	62	1702	79395	98	0	99	431	440	446	13	14	9	36	25	25	45	51	55	5	9	11
All Students (Prior Year)	58	1520	75492	100	100	100	505	512	519	12	16	12	38	19	16	38	45	47	12	20	24
Female	31	869	38743	97	0	100	437	444	451	7	11	7	33	25	24	52	54	57	7	11	12
Male	31	833	40618	100	0	99	425	435	440	18	18	11	39	26	27	39	48	53	4	8	9
African American	NC	177	4052	NC	0	100	NC	438	434	NC	14	11	NC	27	29	NC	54	54	NC	5	6
Hispanic	26	807	32915	96	0	99	419	428	426	17	18	15	46	30	35	33	46	47	4	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	24	500	36221	100	0	99	454	464	465	5	7	4	20	15	15	65	59	63	10	19	17
Students with Disabilities	12	206	10331	100	0	100	384	383	388	50	44	25	33	26	37	17	23	34	0	6	4
Students without Disabilities	50	1496	69139	96	0	99	444	448	454	2	10	7	37	25	24	53	55	58	7	10	11
Limited English Proficient Students	NC	334	15545	NC	0	100	NC	407	399	NC	26	21	NC	34	42	NC	38	35	NC	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	45	1144	39484	100	0	96	426	428	429	13	18	14	39	32	35	47	45	47	0	5	4
Non-Economically Disadvantaged	17	558	39986	94	0	100	442	462	461	12	6	4	29	13	16	41	62	63	18	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	61	1676	78869	97	99	99	451	447	442	4	6	6	25	22	21	56	56	63	15	16	10
All Students (Prior Year)	58	1507	75053	100	99	99	589	620	597	8	6	7	12	9	12	74	73	72	6	12	9
Female	30	856	38536	94	99	99	473	462	458	0	5	4	19	16	15	59	58	67	22	21	14
Male	31	820	40302	100	99	99	430	431	428	7	7	8	32	29	26	54	55	60	7	9	7
African American	NC	174	4015	NC	98	99	NC	444	430	NC	6	8	NC	28	24	NC	53	61	NC	13	7
Hispanic	25	791	32606	93	98	98	439	437	426	4	8	8	29	23	27	58	58	60	8	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	24	495	36078	100	100	99	460	467	459	5	4	4	20	16	16	60	55	66	15	25	14
Students with Disabilities	12	202	10246	100	100	100	397	371	367	8	19	18	58	42	39	33	34	40	0	4	4
Students without Disabilities	49	1474	68697	94	98	98	466	458	454	2	4	4	16	19	18	63	59	67	19	17	11
Limited English Proficient Students	NC	328	15339	NC	100	100	NC	412	399	NC	12	11	NC	29	31	NC	53	54	NC	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	44	1122	39106	98	97	95	445	436	427	5	7	8	24	26	28	58	57	59	13	10	5
Non-Economically Disadvantaged	17	554	39837	94	100	100	464	466	457	0	4	4	29	14	14	53	55	67	18	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	53	1421	78906	100	100	99	475	492	498	27	17	13	20	20	19	48	44	48	5	19	20
All Students (Prior Year)	46	1354	76019	98	99	100	492	495	499	19	15	14	37	40	39	14	11	14	30	34	33
Female	26	721	38644	100	100	99	464	495	500	30	15	12	35	20	19	30	45	49	4	20	19
Male	27	700	40236	100	100	99	488	488	497	24	20	15	5	21	19	67	42	46	5	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	29	654	31938	100	100	99	463	480	481	38	25	19	25	22	25	33	41	46	4	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	10	136	4593	91	99	100	478	470	467	11	21	26	33	29	29	56	42	39	0	8	6
White	10	412	36483	100	100	99	491	513	517	22	8	7	0	12	13	78	48	51	0	32	30
Students with Disabilities	NC	219	10664	NC	100	100	NC	416	430	NC	56	42	NC	18	27	NC	19	26	NC	6	5
Students without Disabilities	44	1203	68310	100	100	98	487	506	509	14	10	9	26	20	18	54	48	51	6	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	33	913	38679	92	98	96	469	484	483	29	22	20	25	25	25	43	41	45	4	12	10
Non-Economically Disadvantaged	20	509	40295	100	100	100	486	505	513	25	10	7	13	12	13	56	49	50	6	30	30

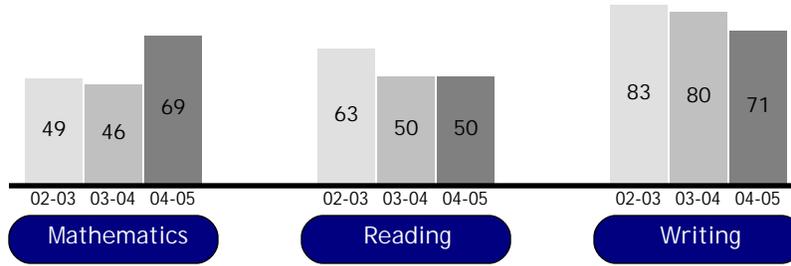
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	1418	78908	100	0	99	467	476	484	9	14	10	43	23	23	48	54	58	0	8	9
All Students (Prior Year)	46	1349	76020	98	99	100	496	498	503	39	33	25	17	23	23	37	36	40	7	8	12
Female	26	720	38648	100	0	99	460	483	489	13	9	8	43	22	22	43	59	61	0	10	10
Male	27	698	40233	100	0	99	474	469	479	5	19	12	43	24	25	52	50	55	0	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	29	651	31940	100	0	99	455	463	465	17	19	16	46	30	32	38	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	10	136	4569	91	0	100	473	456	457	0	18	18	56	34	39	44	45	41	0	3	2
White	10	412	36502	100	0	99	483	496	502	0	6	4	33	13	14	67	65	67	0	17	15
Students with Disabilities	NC	219	10665	NC	0	100	NC	402	423	NC	47	30	NC	31	36	NC	19	31	NC	2	2
Students without Disabilities	44	1200	68312	100	0	98	477	489	493	3	8	7	43	22	21	54	61	62	0	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	33	912	38662	92	0	96	458	469	468	14	18	16	46	29	32	39	48	49	0	4	3
Non-Economically Disadvantaged	20	507	40315	100	0	100	482	487	498	0	7	5	38	13	15	63	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	54	1423	78750	100	100	99	491	497	500	7	7	6	27	30	29	66	60	63	0	3	2
All Students (Prior Year)	46	1350	75673	98	99	100	531	528	530	15	12	12	17	28	25	68	56	58	0	4	4
Female	27	722	38586	100	100	99	488	512	515	9	4	4	26	25	22	65	66	71	0	5	3
Male	27	701	40135	100	100	99	495	481	486	5	9	8	29	36	35	67	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	30	655	31841	100	100	99	472	484	483	13	10	8	33	35	36	54	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	10	136	4586	91	99	100	525	480	481	0	5	8	0	40	37	100	54	54	0	1	1
White	10	411	36440	100	100	99	499	515	516	0	3	3	44	22	22	56	69	71	0	6	4
Students with Disabilities	NC	219	10622	NC	100	100	NC	394	415	NC	28	21	NC	50	50	NC	21	28	NC	2	1
Students without Disabilities	45	1205	68196	100	100	98	505	515	513	3	3	3	17	27	25	80	67	69	0	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	33	912	38558	92	98	96	485	489	485	11	9	8	29	36	37	61	53	54	0	2	1
Non-Economically Disadvantaged	21	512	40260	100	100	100	502	509	514	0	4	3	25	21	21	75	70	72	0	5	4

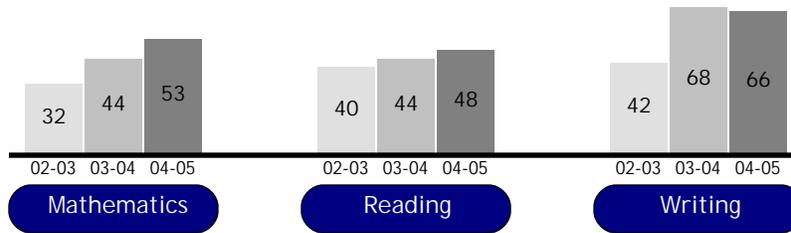
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	34	42	50	91	45	NA	58	100	42	41	47
	Language	99	21	33	43	99	33	44	50	100	41	39	47
	Mathematics	99	30	49	57	99	36	57	64	100	46	44	50
3	Reading	98	32	38	47	100	41	NA	55	98	36	41	44
	Language	97	39	45	54	100	42	54	61	98	35	40	44
	Mathematics	97	34	44	54	100	44	54	61	97	51	46	51
4	Reading	98	44	42	52	97	33	NA	56	98	33	43	48
	Language	98	42	40	48	98	35	45	52	98	43	45	49
	Mathematics	100	56	46	57	98	37	51	61	98	43	48	53
5	Reading	91	26	41	50	98	43	NA	55	100	41	46	50
	Language	93	32	38	46	96	42	43	49	100	39	45	50
	Mathematics	98	33	50	57	96	60	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)
- 2 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget
- Ü Instructional Programs and Strategies
- Ü School Improvement
- Ü School Safety Issues
- Ü School, Business, Community Relations
- Ü Extra Curricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	37.00
Other Professional Staff	6.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	3	0	0
4 to 6 years	3	4	0	0
7 to 9 years	1	0	0	0
10 or more years	3	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
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 Integrated Communication System
- Ü Macintosh Computer Lab
- Ü Library
- Ü Parent Resource Center

Extracurricular Activities

- Ü Music: Band/Orchestra/Choir
- Ü Boys/Girls Team Sports
- Ü Student Council
- Ü Before/After School Tutoring

Social Services

- Ü After School Day Care - Kid Zone
- Ü Breakfast/Lunch Program
- Ü Counseling/Psychological Services
- Ü Adult Classes
- Ü Parent Academies

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Evans School was awarded a Reading First Grant. Reading First funds are dedicated to help our school prevent reading difficulties by establishing high-quality comprehensive reading instruction by well-trained teachers in grades K-3.
- ü In partnership with Arizona State University, Tempe School District and a private preschool provider, Evans School, are recipients of an Early Reading First Grant to implement an early literacy program for preschool children.
- ü Evans School was awarded Comprehensive School Reform (CSR) Grant. CSR grants are used to assist the school in the implementation of the Arizona School Improvement Plan.

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	19	12	12	17
Transfers In Rate ⁶	34	28	28	37
Stability Rate ⁷	80	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

We focus on Lifelong Guidelines and LIFESKILLS for all of our students, staff members, and parents. The Guadalupe Prevention and Intervention Program provides for additional 1.5 counselors with goal to increase student achievement/student attendance.

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	Hilda Carr-Gaona	(480) 839-8489
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Gary Aungst	(480) 730-7195
School Nutrition Programs	Pam Gorowara	(480) 774-2126
Parent Organization	Bill Wagner	(480) 839-8489
Student Health/Nurse	Denise VanLanen	(480) 839-8489

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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