

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1115 W 5th 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
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mrs. Susan OBrien
 Schedule : 08:00 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 496
 Web Address : www.tempeschools.org
 Phone Number : (480) 929-9909
 Fax Number : (480) 804-0384
 E-mail : sobrein@tempeschools.org

Mission

Scales Professional Development School is a dynamic learning community in which all people excel physically, emotionally, intellectually and socially in order to become active and productive citizens.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	Warning Year
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 Students will make one year's growth in reading and writing.
- ü Students will make one year's growth in math.
- ü We will increase student attendance by focusing on Perfect Attendance and encouraging students to be in school, every day, on time.
- ü We will increase parent understanding of student academic progress.

Enrollment

October 1, 2004 School Year Student Enrollment : 524
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 105

Instructional Programs

- Ü Full-day Kindergarten
- Ü Reading, Math and Writing Focus
- Ü After School Tutoring and Homework Club
- Ü Accelerated Reader Program
- Ü MAC-Ro Math Club
- Ü Summer School Enrichment Program
- Ü Thinking Maps School

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

We have a Parent Resource Center, bilingual Parent Liaison, School Liaison, Site Council, PTA and Breakfast Club. In the PRC parents learn strategies to work with their children, have access to school and community resources and can use computers.

Parents

Scales parents, faculty and students work together in the Site Council, PTA, Breakfast Club, Parent Resource Center and classroom. We have a Parent Compact committing all of us to academic achievement and a safe learning environment for all students.

Transportation Policy

Transportation is provided to students with disabilities, students who live within a mile radius where there are hazards, and to students who live more than one mile from school. Bus evacuation drills are held two times per year for student safety.

School Honors

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

Award/Honor	Year
Ü Received 'A+ School' Status	2004
Ü Tempe Diablos Excellence In Education Award	2004
Ü Tempe Impact Award	2004
Ü National Board Certified Teacher	2001

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	85	1702	79306	100	100	99	419	438	445	26	13	10	23	22	18	46	49	51	4	17	20
All Students (Prior Year)	100	1518	75509	100	99	100	489	512	521	26	17	13	32	25	23	25	32	33	17	25	31
Female	45	868	38691	100	100	99	417	436	446	26	13	10	21	23	18	47	48	52	5	16	20
Male	40	834	40583	100	100	99	421	440	445	26	13	11	26	21	18	45	50	50	3	17	21
African American	13	177	4041	100	99	99	407	433	426	44	17	17	22	21	23	22	50	50	11	12	10
Hispanic	46	806	32869	100	100	99	420	426	429	20	16	15	27	26	25	51	50	51	2	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	14	501	36197	100	100	99	430	461	463	27	7	5	9	14	11	55	47	53	9	33	31
Students with Disabilities	13	206	10321	100	100	100	387	395	389	69	33	30	15	29	27	8	28	34	8	10	9
Students without Disabilities	72	1496	69060	100	100	98	426	444	454	16	10	7	25	21	17	55	51	54	4	18	22
Limited English Proficient Students	20	335	15509	100	100	100	417	408	406	26	22	20	24	32	30	50	42	45	0	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	68	1144	39415	97	99	96	418	427	431	25	17	15	25	28	25	46	46	50	4	10	10
Non-Economically Disadvantaged	17	558	39966	100	100	100	423	458	459	31	6	6	15	11	12	46	54	52	8	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	85	1702	79395	100	0	99	416	440	446	29	14	9	33	25	25	36	51	55	1	9	11
All Students (Prior Year)	100	1520	75492	100	100	100	501	512	519	21	16	12	22	19	16	49	45	47	8	20	24
Female	45	869	38743	100	0	100	417	444	451	32	11	7	29	25	24	37	54	57	3	11	12
Male	40	833	40618	100	0	99	415	435	440	26	18	11	39	26	27	35	48	53	0	8	9
African American	13	177	4052	100	0	100	416	438	434	22	14	11	33	27	29	44	54	54	0	5	6
Hispanic	46	807	32915	100	0	99	416	428	426	27	18	15	39	30	35	34	46	47	0	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	14	500	36221	100	0	99	424	464	465	36	7	4	18	15	15	36	59	63	9	19	17
Students with Disabilities	13	206	10331	100	0	100	376	383	388	85	44	25	8	26	37	0	23	34	8	6	4
Students without Disabilities	72	1496	69139	100	0	99	425	448	454	16	10	7	39	25	24	45	55	58	0	10	11
Limited English Proficient Students	20	334	15545	100	0	100	407	407	399	32	26	21	41	34	42	26	38	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	68	1144	39484	97	0	96	411	428	429	30	18	14	36	32	35	34	45	47	0	5	4
Non-Economically Disadvantaged	17	558	39986	100	0	100	438	462	461	23	6	4	23	13	16	46	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	84	1676	78869	99	99	99	410	447	442	10	6	6	41	22	21	48	56	63	1	16	10
All Students (Prior Year)	98	1507	75053	98	99	99	575	620	597	9	6	7	14	9	12	73	73	72	4	12	9
Female	45	856	38536	100	99	99	420	462	458	13	5	4	29	16	15	55	58	67	3	21	14
Male	39	820	40302	98	99	99	398	431	428	6	7	8	55	29	26	39	55	60	0	9	7
African American	13	174	4015	100	98	99	403	444	430	22	6	8	33	28	24	33	53	61	11	13	7
Hispanic	46	791	32606	100	98	98	411	437	426	7	8	8	44	23	27	49	58	60	0	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	13	495	36078	93	100	99	413	467	459	9	4	4	45	16	16	45	55	66	0	25	14
Students with Disabilities	13	202	10246	100	100	100	364	371	367	31	19	18	62	42	39	8	34	40	0	4	4
Students without Disabilities	71	1474	68697	99	98	98	421	458	454	5	4	4	36	19	18	57	59	67	2	17	11
Limited English Proficient Students	20	328	15339	100	100	100	409	412	399	6	12	11	47	29	31	47	53	54	0	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	68	1122	39106	97	97	95	407	436	427	11	7	8	45	26	28	43	57	59	2	10	5
Non-Economically Disadvantaged	16	554	39837	100	100	100	423	466	457	8	4	4	23	14	14	69	55	67	0	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	63	1421	78906	100	100	99	487	492	498	18	17	13	24	20	19	42	44	48	16	19	20
All Students (Prior Year)	78	1354	76019	96	99	100	490	495	499	13	15	14	44	40	39	15	11	14	29	34	33
Female	32	721	38644	100	100	99	487	495	500	17	15	12	17	20	19	48	45	49	17	20	19
Male	31	700	40236	100	100	99	487	488	497	19	20	15	30	21	19	37	42	46	15	17	20
African American	10	165	4087	100	100	99	483	491	481	20	12	20	20	25	24	40	50	45	20	13	11
Hispanic	36	654	31938	100	100	99	473	480	481	23	25	19	32	22	25	39	41	46	6	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	NC	412	36483	NC	100	99	NC	513	517	NC	8	7	NC	12	13	NC	48	51	NC	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	54	1203	68310	100	100	98	494	506	509	10	10	9	26	20	18	48	48	51	17	21	22
Limited English Proficient Students	15	257	12573	100	100	100	473	455	454	29	31	27	24	25	30	38	35	38	10	9	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	53	913	38679	100	98	96	486	484	483	18	22	20	23	25	25	43	41	45	18	12	10
Non-Economically Disadvantaged	10	509	40295	100	100	100	490	505	513	20	10	7	30	12	13	40	49	50	10	30	30

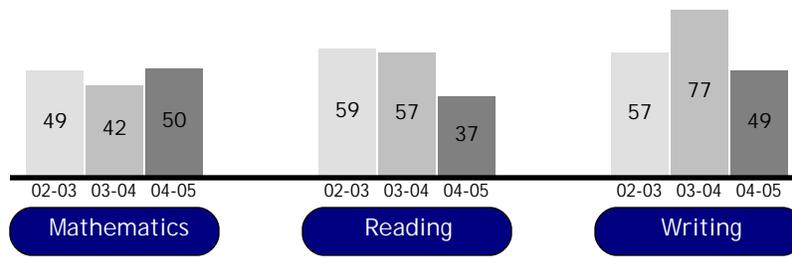
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	1418	78908	100	0	99	464	476	484	18	14	10	34	23	23	44	54	58	4	8	9
All Students (Prior Year)	78	1349	76020	96	99	100	494	498	503	35	33	25	27	23	23	34	36	40	3	8	12
Female	32	720	38648	100	0	99	469	483	489	13	9	8	30	22	22	52	59	61	4	10	10
Male	31	698	40233	100	0	99	460	469	479	22	19	12	37	24	25	37	50	55	4	7	8
African American	10	165	4092	100	0	99	457	480	473	40	14	12	0	15	28	60	66	54	0	5	5
Hispanic	36	651	31940	100	0	99	451	463	465	19	19	16	45	30	32	35	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	NC	412	36502	NC	0	99	NC	496	502	NC	6	4	NC	13	14	NC	65	67	NC	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	54	1200	68312	100	0	98	473	489	493	7	8	7	38	22	21	50	61	62	5	9	10
Limited English Proficient Students	15	256	12556	100	0	100	448	438	436	29	27	24	43	34	40	29	36	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	53	912	38662	100	0	96	467	469	468	15	18	16	38	29	32	43	48	49	5	4	3
Non-Economically Disadvantaged	10	507	40315	100	0	100	453	487	498	30	7	5	20	13	15	50	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	63	1423	78750	100	100	99	472	497	500	10	7	6	50	30	29	38	60	63	2	3	2
All Students (Prior Year)	78	1350	75673	96	99	100	506	528	530	16	12	12	31	28	25	52	56	58	2	4	4
Female	32	722	38586	100	100	99	479	512	515	9	4	4	43	25	22	43	66	71	4	5	3
Male	31	701	40135	100	100	99	467	481	486	11	9	8	56	36	35	33	54	56	0	1	1
African American	10	167	4081	100	100	99	466	503	488	20	7	8	20	26	32	60	64	59	0	3	2
Hispanic	36	655	31841	100	100	99	467	484	483	13	10	8	52	35	36	35	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	NC	411	36440	NC	100	99	NC	515	516	NC	3	3	NC	22	22	NC	69	71	NC	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	54	1205	68196	100	100	98	485	515	513	7	3	3	48	27	25	43	67	69	2	3	3
Limited English Proficient Students	15	255	12504	100	100	100	458	453	451	19	15	12	48	40	44	33	45	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	53	912	38558	100	98	96	472	489	485	13	9	8	48	36	37	38	53	54	3	2	1
Non-Economically Disadvantaged	10	512	40260	100	100	100	473	509	514	0	4	3	60	21	21	40	70	72	0	5	4

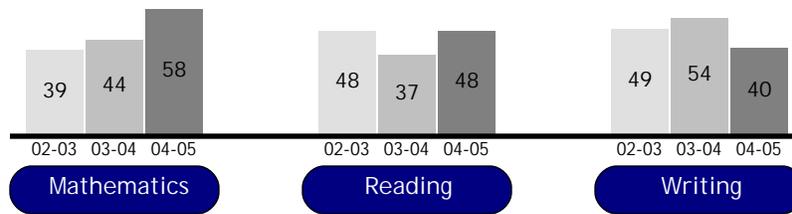
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	97	36	42	50	87	41	NA	58	100	30	41	47
	Language	97	24	33	43	97	27	44	50	100	34	39	47
	Mathematics	99	40	49	57	98	39	57	64	100	39	44	50
3	Reading	95	21	38	47	95	37	NA	55	100	29	41	44
	Language	95	25	45	54	97	44	54	61	100	28	40	44
	Mathematics	99	20	44	54	95	43	54	61	100	36	46	51
4	Reading	100	30	42	52	100	36	NA	56	100	34	43	48
	Language	100	34	40	48	100	35	45	52	100	39	45	49
	Mathematics	100	42	46	57	100	45	51	61	100	41	48	53
5	Reading	96	34	41	50	91	38	NA	55	100	38	46	50
	Language	96	30	38	46	96	34	43	49	100	35	45	50
	Mathematics	100	45	50	57	96	51	59	63	100	38	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)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget Advisement
- Ü Curriculum Input
- Ü Extracurricular Activities
- Ü Facilities
- Ü Field Trips
- Ü Staff and Family Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	36.50
Other Professional Staff	4.00	Teacher Aide	11.50

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	2	1	0	0
7 to 9 years	1	3	0	0
10 or more years	2	13	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	34
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 Computer Lab
- Ü K-3 Reading Resource Center
- Ü Library
- Ü Parent Resource Center

Extracurricular Activities

- Ü Student Leadership Team
- Ü Homework Club
- Ü Outdoor Education Program
- Ü Breakfast Club
- Ü After School Tutoring
- Ü Running Club
- Ü Sports Leadership Program

Social Services

- Ü Breakfast Program
- Ü Boys and Girls Club Nearby
- Ü Bilingual Family Counselor
- Ü Crisis Intervention Team
- Ü District Social Workers
- Ü Parent Liaisons

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Implemented reading, writing, and math blocks; whole group and differentiated instruction is offered throughout the day.

- ü Implemented an after school teaching time project to improve student reading, writing and math skills.

- ü Implemented summer enrichment program to improve student achievement in reading.

- ü Implemented school wide use of Thinking Maps to improve student organizational skills when working with new text and ideas. Follow-up with Write From the Beginning to help students develop expository writing skills.

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	23	12	12	17
Transfers In Rate ⁶	35	28	28	37
Stability Rate ⁷	76	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	1	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

Scales Professional Development School takes responsibility for the safety and security of each child and adult. Our Support Team consists of counselor, psychologist, nurse and principal who provide a safe and healthy school environment.

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	Susan O'Brien	(480) 929-9909
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Dianne Berg	(480) 929-9909
School Nutrition Programs	Pam Gorowara	(480) 774-2124
Parent Organization	Eliza Oldham	(480) 929-9909
Student Health/Nurse	Halyna Chrovsky	(480) 929-9909

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.