



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1974 East Meadow Drive, 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	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 : Ms. Diane Veine  
 Schedule : 08:00 AM to 04:00 PM  
 Grades : K-5  
 2005 Enrollment : 582  
 Web Address : www.tempeschools.org/Curry  
 Phone Number : (480) 967-8336  
 Fax Number : (480) 894-4008  
 E-mail : dveine@tempeschools.org

Mission

Our mission is to prepare students academically and socially to contribute as responsible and respectful members of a global community. Students learn best when they are actively engaged in the learning process. Differentiated instruction and digital learning are used to meet the needs of each individual child. We value collaboration and academic excellence. We are a Community of Learners.

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 Sixty-five percent of the students will meet or exceed proficiency levels in reading on district and state assessments.
- ü Sixty-five percent of the students will meet or exceed proficiency levels in math on district and state assessments.
- ü Sixty-five percent of the students will meet or exceed proficiency levels in writing on district and state assessments.

Enrollment

October 1, 2004 School Year Student Enrollment : 626  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 178

Instructional Programs

- ü Free Full-Day Kindergarten
- ü Reading First School
- ü General Music/Choir/Band and Orchestra
- ü Physical Education
- ü Special Education for Resource & Gifted

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 Curry staff will provide quality instruction to meet the needs of each child. They will model the six pillars of character. The staff will provide a safe and cooperative learning environment. They will promote parental involvement and dialogue.

Parents

The Curry parents will read with their children nightly and assist with homework. They will have their children attend school daily and be on time. The parents will support the six pillars of character. They will volunteer, attend parent conferences and special events.

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 Second Year of Reading First Grant	2004
ü Impact Award Winner	2004
ü Tempe Diablos Award Winner	2003
ü Project Venture Site	2002

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	115	1702	79306	100	100	99	435	438	445	12	13	10	24	22	18	54	49	51	10	17	20
All Students (Prior Year)	90	1518	75509	100	99	100	500	512	521	23	17	13	31	25	23	24	32	33	22	25	31
Female	58	868	38691	100	100	99	441	436	446	12	13	10	20	23	18	53	48	52	14	16	20
Male	57	834	40583	100	100	99	429	440	445	13	13	11	27	21	18	54	50	50	6	17	21
African American	17	177	4041	100	99	99	418	433	426	20	17	17	10	21	23	70	50	50	0	12	10
Hispanic	44	806	32869	100	100	99	428	426	429	17	16	15	29	26	25	48	50	51	7	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	11	162	4264	100	100	100	421	420	419	17	18	19	33	31	30	50	45	45	0	6	6
White	40	501	36197	98	100	99	450	461	463	5	7	5	22	14	11	54	47	53	19	33	31
Students with Disabilities	12	206	10321	100	100	100	407	395	389	30	33	30	20	29	27	50	28	34	0	10	9
Students without Disabilities	103	1496	69060	99	100	98	439	444	454	10	10	7	24	21	17	54	51	54	11	18	22
Limited English Proficient Students	19	335	15509	100	100	100	402	408	406	37	22	20	32	32	30	32	42	45	0	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	76	1144	39415	99	99	96	425	427	431	16	17	15	31	28	25	45	46	50	8	10	10
Non-Economically Disadvantaged	39	558	39966	100	100	100	454	458	459	6	6	6	11	11	12	69	54	52	14	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	115	1702	79395	100	0	99	442	440	446	14	14	9	26	25	25	51	51	55	9	9	11
All Students (Prior Year)	93	1520	75492	100	100	100	507	512	519	20	16	12	27	19	16	33	45	47	20	20	24
Female	58	869	38743	100	0	100	457	444	451	6	11	7	22	25	24	55	54	57	16	11	12
Male	57	833	40618	100	0	99	426	435	440	23	18	11	29	26	27	46	48	53	2	8	9
African American	17	177	4052	100	0	100	421	438	434	20	14	11	30	27	29	50	54	54	0	5	6
Hispanic	44	807	32915	100	0	99	436	428	426	21	18	15	24	30	35	45	46	47	10	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	11	162	4271	100	0	100	421	420	420	17	19	15	50	35	42	33	43	41	0	3	2
White	40	500	36221	98	0	99	455	464	465	5	7	4	24	15	15	57	59	63	14	19	17
Students with Disabilities	12	206	10331	100	0	100	401	383	388	40	44	25	30	26	37	20	23	34	10	6	4
Students without Disabilities	103	1496	69139	99	0	99	446	448	454	11	10	7	25	25	24	54	55	58	9	10	11
Limited English Proficient Students	19	334	15545	100	0	100	406	407	399	37	26	21	42	34	42	16	38	35	5	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	76	1144	39484	99	0	96	431	428	429	16	18	14	35	32	35	39	45	47	10	5	4
Non-Economically Disadvantaged	39	558	39986	100	0	100	460	462	461	11	6	4	9	13	16	71	62	63	9	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	115	1676	78869	100	99	99	448	447	442	4	6	6	32	22	21	43	56	63	21	16	10
All Students (Prior Year)	90	1507	75053	100	99	99	598	620	597	8	6	7	15	9	12	68	73	72	9	12	9
Female	58	856	38536	100	99	99	469	462	458	4	5	4	18	16	15	47	58	67	31	21	14
Male	57	820	40302	100	99	99	426	431	428	4	7	8	46	29	26	40	55	60	10	9	7
African American	17	174	4015	100	98	99	418	444	430	10	6	8	50	28	24	30	53	61	10	13	7
Hispanic	44	791	32606	100	98	98	441	437	426	2	8	8	38	23	27	43	58	60	17	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	11	160	4245	100	100	100	431	426	423	0	6	9	33	34	26	50	57	61	17	4	4
White	40	495	36078	98	100	99	466	467	459	5	4	4	22	16	16	43	55	66	30	25	14
Students with Disabilities	12	202	10246	100	100	100	377	371	367	20	19	18	60	42	39	20	34	40	0	4	4
Students without Disabilities	103	1474	68697	99	98	98	456	458	454	2	4	4	29	19	18	46	59	67	23	17	11
Limited English Proficient Students	19	328	15339	100	100	100	408	412	399	5	12	11	47	29	31	47	53	54	0	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	76	1122	39106	99	97	95	437	436	427	3	7	8	37	26	28	44	57	59	16	10	5
Non-Economically Disadvantaged	39	554	39837	100	100	100	467	466	457	6	4	4	23	14	14	43	55	67	29	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	97	1421	78906	100	100	99	498	492	498	19	17	13	24	20	19	36	44	48	21	19	20
All Students (Prior Year)	81	1354	76019	100	99	100	496	495	499	14	15	14	42	40	39	4	11	14	39	34	33
Female	47	721	38644	100	100	99	490	495	500	15	15	12	26	20	19	41	45	49	18	20	19
Male	50	700	40236	100	100	99	505	488	497	22	20	15	22	21	19	31	42	46	24	17	20
African American	12	165	4087	100	100	99	483	491	481	0	12	20	33	25	24	67	50	45	0	13	11
Hispanic	47	654	31938	100	100	99	480	480	481	30	25	19	28	22	25	33	41	46	10	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	31	412	36483	100	100	99	532	513	517	7	8	7	14	12	13	32	48	51	46	32	30
Students with Disabilities	11	219	10664	100	100	100	454	416	430	64	56	42	9	18	27	18	19	26	9	6	5
Students without Disabilities	86	1203	68310	99	100	98	504	506	509	12	10	9	26	20	18	38	48	51	23	21	22
Limited English Proficient Students	12	257	12573	100	100	100	453	455	454	43	31	27	36	25	30	21	35	38	0	9	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	64	913	38679	98	98	96	480	484	483	27	22	20	31	25	25	29	41	45	13	12	10
Non-Economically Disadvantaged	33	509	40295	100	100	100	526	505	513	6	10	7	13	12	13	47	49	50	34	30	30

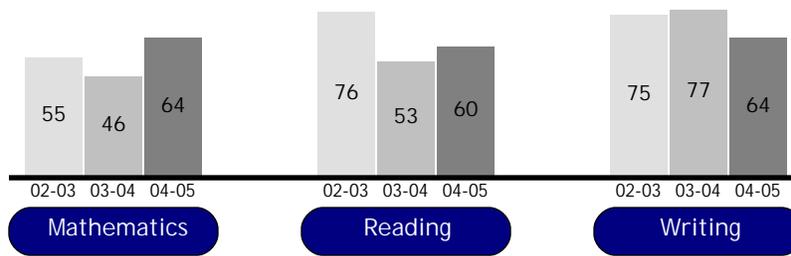
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	1418	78908	100	0	99	481	476	484	10	14	10	25	23	23	54	54	58	12	8	9
All Students (Prior Year)	78	1349	76020	98	99	100	501	498	503	36	33	25	20	23	23	33	36	40	11	8	12
Female	47	720	38648	100	0	99	479	483	489	5	9	8	33	22	22	51	59	61	10	10	10
Male	50	698	40233	100	0	99	483	469	479	13	19	12	18	24	25	56	50	55	13	7	8
African American	12	165	4092	100	0	99	485	480	473	0	14	12	33	15	28	67	66	54	0	5	5
Hispanic	47	651	31940	100	0	99	464	463	465	13	19	16	33	30	32	53	46	49	3	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	31	412	36502	100	0	99	508	496	502	7	6	4	7	13	14	54	65	67	32	17	15
Students with Disabilities	11	219	10665	100	0	100	442	402	423	36	47	30	27	31	36	27	19	31	9	2	2
Students without Disabilities	86	1200	68312	99	0	98	487	489	493	5	8	7	25	22	21	58	61	62	12	9	10
Limited English Proficient Students	12	256	12556	100	0	100	439	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	64	912	38662	98	0	96	468	469	468	15	18	16	33	29	32	46	48	49	6	4	3
Non-Economically Disadvantaged	33	507	40315	100	0	100	502	487	498	0	7	5	13	13	15	66	65	66	22	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	97	1423	78750	100	100	99	512	497	500	2	7	6	32	30	29	63	60	63	2	3	2
All Students (Prior Year)	81	1350	75673	100	99	100	558	528	530	6	12	12	27	28	25	55	56	58	12	4	4
Female	47	722	38586	100	100	99	523	512	515	0	4	4	33	25	22	62	66	71	5	5	3
Male	50	701	40135	100	100	99	503	481	486	4	9	8	31	36	35	64	54	56	0	1	1
African American	12	167	4081	100	100	99	509	503	488	0	7	8	33	26	32	67	64	59	0	3	2
Hispanic	47	655	31841	100	100	99	497	484	483	5	10	8	35	35	36	58	54	55	3	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	31	411	36440	100	100	99	541	515	516	0	3	3	18	22	22	79	69	71	4	6	4
Students with Disabilities	11	219	10622	100	100	100	429	394	415	9	28	21	82	50	50	9	21	28	0	2	1
Students without Disabilities	86	1205	68196	99	100	98	525	515	513	1	3	3	25	27	25	71	67	69	3	3	3
Limited English Proficient Students	12	255	12504	100	100	100	450	453	451	14	15	12	50	40	44	36	45	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	64	912	38558	98	98	96	495	489	485	4	9	8	42	36	37	52	53	54	2	2	1
Non-Economically Disadvantaged	33	512	40260	100	100	100	541	509	514	0	4	3	16	21	21	81	70	72	3	5	4

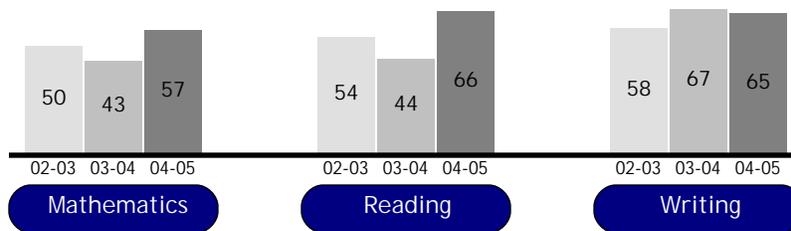
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	95	44	42	50	93	48	NA	58	98	39	41	47
	Language	97	34	33	43	97	38	44	50	98	39	39	47
	Mathematics	98	61	49	57	96	65	57	64	100	39	44	50
3	Reading	90	41	38	47	96	44	NA	55	100	40	41	44
	Language	90	50	45	54	98	49	54	61	100	37	40	44
	Mathematics	97	45	44	54	96	43	54	61	100	42	46	51
4	Reading	98	46	42	52	94	47	NA	56	100	48	43	48
	Language	98	46	40	48	96	49	45	52	100	51	45	49
	Mathematics	100	54	46	57	95	57	51	61	100	54	48	53
5	Reading	98	43	41	50	100	53	NA	55	100	46	46	50
	Language	98	51	38	46	100	48	43	49	100	47	45	50
	Mathematics	98	63	50	57	100	62	59	63	100	46	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)
- 0 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Achievement
- Ü Curriculum and Assessment Issues
- Ü Budget
- Ü Extracurricular Programs
- Ü Parent Involvement
- Ü Facilities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	41.00
Other Professional Staff	8.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

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

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 Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü iMac Computer Lab with Internet
- Ü Computers in Classrooms with Internet
- Ü iBook Mobile Lab

Extracurricular Activities

- Ü Before/After School Clubs
- Ü PTA Sponsored Events
- Ü Student Council
- Ü Coca Cola Valued Youth Project
- Ü All-Star Kids Tutoring

Social Services

- Ü Arizona State University Intern Site
- Ü Before/After School Kid Zone
- Ü Breakfast/Lunch/Summer Programs
- Ü Counseling Services
- Ü Full Time Nurse
- Ü District Social Worker
- Ü District Community Liaison

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Curry School received a Reading First Grant for a second year. A researched intervention model was implemented to enhance the core reading program. The staff attended Reading Academies and training in literacy.
  
- ü Dynamic Indicators of Early Literacy Skills (DIBELS) was used to establish benchmarks and monitor student progress in reading. Eighty-eight percent of Kindergarteners and eighty-nine percent of First Graders reached benchmark.
  
- ü Curry School began implementation of the Olweus Bullying Prevention Program. This was correlated with Second Step and Character Counts. There was an increase in the number of students who demonstrated appropriate behaviors.
  
- ü Curry School focused on differentiated circles of learning in reading and math. Every student had the opportunity for small group instruction, cross-age tutoring, and after school academies. This approach had a positive impact on achievement.

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>	17	12	12	17
Transfers In Rate <sup>6</sup>	27	28	28	37
Stability Rate <sup>7</sup>	82	87	87	82
Promotion Rate <sup>8</sup>	95	96	95	81
Retention Rate <sup>9</sup>	1	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

School counselors and teachers provide direct instruction on violence prevention using Second Step. The Olweus Bullying Prevention Program was implemented in 2004-2005. The discipline program is based on six pillars of character: respect, responsibility, fairness, caring, trustworthiness and citizenship. Positive recognition is given to students who demonstrate success in academics and in the character traits. Staff training is provided to insure a safe and healthy learning 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) :

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	Diane Veine	(480) 967-8336
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Nancy Griffin	(480) 730-7289
School Nutrition Programs	Rosie Bustillos	(480) 967-8336
Parent Organization	Laurie Myers	(480) 829-7003
Student Health/Nurse	Patricia Craven	(480) 967-8336

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).

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

Total cost of printing: 12 Pages X .0318 Per page X 582 Copies = \$222.00

\*\* 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.