

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5800 S. Forest Ave., Tempe, AZ 85283

Tempe School District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

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 Overview

Principal/Administrator : Mrs. Christine Trujillo
 Schedule : 08:00 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 545
 Web Address : www.tempe3.k12.az.us/district/Aguilar/index.h
 Phone Number : (480) 897-2544
 Fax Number : (480) 838-1179
 E-mail : ctrujill@tempeschools.org

Mission

The Aguilar School community will provide opportunities within a positive learning environment for all students to become motivated lifelong learners with appropriate social skills and an awareness of their responsibilities in the community.

School / Academic Goals

- ü To improve all student achievement in reading by one year's growth based on NWEA tests, TerraNova and AIMS tests.
- ü To improve student achievement in math by one year's growth based on NWEA tests, Terra Nova and AIMS tests.
- ü To meet and fulfill guidelines and standards set by NCLB.
- ü To have 100% of students reach benchmark on the Dynamic Indicators of Basic Early Literacy Skills, known as Dibels.

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 : 164

Instructional Programs

- Ü Full-day Kindergarten
- Ü Harcourt Reading Program
- Ü Curriculum Alignment
- Ü Gifted Education
- Ü Harcourt Math Program
- Ü Reading First 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

To ensure a safe learning environment is provided on a daily basis; striving for high academic/ behavioral expectations according to the Arizona Academic Standards; having a site-based, successful learning environment for all students; strong ongoing home/school communication including phone calls and parent conferences; parent/school compact and school handbook/calendar .

Parents

Attend parent/teacher conferences; monitor homework; maintain open communication with school staff; have students attend daily and on time; sign parent compact to support their child's learning; attend parent workshops that are provided free of charge to all parents and are presented by Aguilar staff.

Transportation Policy

Our school follows a standardized districtwide policy on transportation, safety and behavior. Violations of transportation policies are referred to the school administration for corrective or disciplinary action.

School Honors

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

Award/Honor	Year
Ü Tempe Diablos Excellence in Education	2005
Ü TD #3 Impact Award Recipients	2005
Ü Tempe Community in School Grant	2005
Ü Arizona Special Education Director's Award	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	1702	79306	100	100	99	437	438	445	17	13	10	19	22	18	52	49	51	12	17	20
All Students (Prior Year)	86	1518	75509	100	99	100	501	512	521	22	17	13	27	25	23	28	32	33	23	25	31
Female	43	868	38691	100	100	99	423	436	446	20	13	10	33	23	18	43	48	52	5	16	20
Male	49	834	40583	100	100	99	452	440	445	15	13	11	5	21	18	61	50	50	20	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	55	806	32869	100	100	99	433	426	429	16	16	15	20	26	25	57	50	51	6	9	10
Asian/Pacific Islander	--	56	1935	--	100	99	--	464	474	--	4	3	--	16	9	--	49	48	--	31	40
American Indian/Alaskan Native	10	162	4264	100	100	100	413	420	419	33	18	19	11	31	30	56	45	45	0	6	6
White	23	501	36197	100	100	99	460	461	463	15	7	5	10	14	11	40	47	53	35	33	31
Students with Disabilities	15	206	10321	100	100	100	412	395	389	38	33	30	23	29	27	31	28	34	8	10	9
Students without Disabilities	77	1496	69060	99	100	98	442	444	454	13	10	7	18	21	17	56	51	54	13	18	22
Limited English Proficient Students	16	335	15509	100	100	100	409	408	406	33	22	20	29	32	30	38	42	45	0	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	62	1144	39415	100	99	96	423	427	431	21	17	15	27	28	25	44	46	50	8	10	10
Non-Economically Disadvantaged	30	558	39966	100	100	100	464	458	459	10	6	6	3	11	12	66	54	52	21	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	92	1702	79395	100	0	99	444	440	446	14	14	9	28	25	25	46	51	55	12	9	11
All Students (Prior Year)	86	1520	75492	100	100	100	506	512	519	17	16	12	23	19	16	44	45	47	16	20	24
Female	43	869	38743	100	0	100	438	444	451	13	11	7	40	25	24	38	54	57	10	11	12
Male	49	833	40618	100	0	99	450	435	440	15	18	11	17	26	27	54	48	53	15	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	55	807	32915	100	0	99	437	428	426	16	18	15	33	30	35	45	46	47	6	5	4
Asian/Pacific Islander	--	56	1936	--	0	99	--	459	468	--	9	3	--	16	14	--	64	63	--	11	19
American Indian/Alaskan Native	10	162	4271	100	0	100	418	420	420	11	19	15	33	35	42	56	43	41	0	3	2
White	23	500	36221	100	0	99	473	464	465	10	7	4	15	15	15	40	59	63	35	19	17
Students with Disabilities	15	206	10331	100	0	100	390	383	388	46	44	25	38	26	37	15	23	34	0	6	4
Students without Disabilities	77	1496	69139	99	0	99	455	448	454	7	10	7	26	25	24	51	55	58	15	10	11
Limited English Proficient Students	16	334	15545	100	0	100	401	407	399	33	26	21	52	34	42	14	38	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	62	1144	39484	100	0	96	429	428	429	19	18	14	31	32	35	46	45	47	4	5	4
Non-Economically Disadvantaged	30	558	39986	100	0	100	471	462	461	3	6	4	24	13	16	45	62	63	28	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	92	1676	78869	100	99	99	451	447	442	7	6	6	17	22	21	60	56	63	15	16	10
All Students (Prior Year)	86	1507	75053	100	99	99	587	620	597	8	6	7	9	9	12	78	73	72	5	12	9
Female	43	856	38536	100	99	99	453	462	458	8	5	4	15	16	15	58	58	67	20	21	14
Male	49	820	40302	100	99	99	449	431	428	7	7	8	20	29	26	63	55	60	10	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	55	791	32606	100	98	98	447	437	426	8	8	8	18	23	27	55	58	60	18	11	5
Asian/Pacific Islander	--	56	1925	--	100	99	--	480	471	--	2	3	--	16	11	--	51	64	--	31	22
American Indian/Alaskan Native	10	160	4245	100	100	100	448	426	423	11	6	9	11	34	26	78	57	61	0	4	4
White	23	495	36078	100	100	99	460	467	459	5	4	4	20	16	16	60	55	66	15	25	14
Students with Disabilities	15	202	10246	100	100	100	387	371	367	23	19	18	46	42	39	31	34	40	0	4	4
Students without Disabilities	77	1474	68697	99	98	98	463	458	454	4	4	4	12	19	18	66	59	67	18	17	11
Limited English Proficient Students	16	328	15339	100	100	100	418	412	399	19	12	11	10	29	31	67	53	54	5	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	62	1122	39106	100	97	95	440	436	427	8	7	8	19	26	28	63	57	59	10	10	5
Non-Economically Disadvantaged	30	554	39837	100	100	100	470	466	457	7	4	4	14	14	14	55	55	67	24	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	73	1421	78906	100	100	99	493	492	498	13	17	13	27	20	19	45	44	48	16	19	20
All Students (Prior Year)	83	1354	76019	100	99	100	507	495	499	10	15	14	40	40	39	11	11	14	39	34	33
Female	35	721	38644	100	100	99	493	495	500	6	15	12	39	20	19	39	45	49	16	20	19
Male	38	700	40236	100	100	99	493	488	497	18	20	15	15	21	19	52	42	46	15	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	43	654	31938	98	100	99	484	480	481	19	25	19	27	22	25	43	41	46	11	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	23	412	36483	100	100	99	506	513	517	5	8	7	24	12	13	52	48	51	19	32	30
Students with Disabilities	15	219	10664	100	100	100	443	416	430	42	56	42	50	18	27	8	19	26	0	6	5
Students without Disabilities	58	1203	68310	100	100	98	505	506	509	6	10	9	21	20	18	54	48	51	19	21	22
Limited English Proficient Students	16	257	12573	100	100	100	465	455	454	29	31	27	35	25	30	29	35	38	6	9	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	45	913	38679	100	98	96	479	484	483	19	22	20	28	25	25	44	41	45	8	12	10
Non-Economically Disadvantaged	28	509	40295	100	100	100	511	505	513	4	10	7	25	12	13	46	49	50	25	30	30

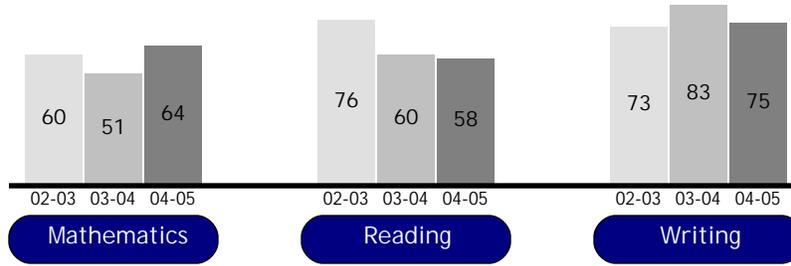
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	1418	78908	100	0	99	481	476	484	9	14	10	30	23	23	52	54	58	9	8	9
All Students (Prior Year)	82	1349	76020	99	99	100	500	498	503	25	33	25	24	23	23	44	36	40	7	8	12
Female	35	720	38648	100	0	99	480	483	489	6	9	8	32	22	22	55	59	61	6	10	10
Male	38	698	40233	100	0	99	482	469	479	12	19	12	27	24	25	48	50	55	12	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	43	651	31940	98	0	99	468	463	465	16	19	16	35	30	32	43	46	49	5	4	3
Asian/Pacific Islander	NC	54	1805	NC	0	99	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	23	412	36502	100	0	99	499	496	502	0	6	4	19	13	14	67	65	67	14	17	15
Students with Disabilities	15	219	10665	100	0	100	433	402	423	17	47	30	75	31	36	8	19	31	0	2	2
Students without Disabilities	58	1200	68312	100	0	98	492	489	493	8	8	7	19	22	21	62	61	62	12	9	10
Limited English Proficient Students	16	256	12556	100	0	100	449	438	436	24	27	24	47	34	40	29	36	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	45	912	38662	100	0	96	470	469	468	11	18	16	39	29	32	44	48	49	6	4	3
Non-Economically Disadvantaged	28	507	40315	100	0	100	496	487	498	7	7	5	18	13	15	61	65	66	14	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	73	1423	78750	100	100	99	499	497	500	3	7	6	39	30	29	56	60	63	2	3	2
All Students (Prior Year)	83	1350	75673	100	99	100	522	528	530	15	12	12	32	28	25	49	56	58	4	4	4
Female	35	722	38586	100	100	99	508	512	515	0	4	4	32	25	22	68	66	71	0	5	3
Male	38	701	40135	100	100	99	491	481	486	6	9	8	45	36	35	45	54	56	3	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	43	655	31841	98	100	99	489	484	483	5	10	8	41	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	NC	136	4586	NC	99	100	NC	480	481	NC	5	8	NC	40	37	NC	54	54	NC	1	1
White	23	411	36440	100	100	99	514	515	516	0	3	3	33	22	22	62	69	71	5	6	4
Students with Disabilities	15	219	10622	100	100	100	430	394	415	17	28	21	67	50	50	17	21	28	0	2	1
Students without Disabilities	58	1205	68196	100	100	98	515	515	513	0	3	3	33	27	25	65	67	69	2	3	3
Limited English Proficient Students	16	255	12504	100	100	100	466	453	451	12	15	12	53	40	44	35	45	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	45	912	38558	100	98	96	485	489	485	6	9	8	47	36	37	44	53	54	3	2	1
Non-Economically Disadvantaged	28	512	40260	100	100	100	517	509	514	0	4	3	29	21	21	71	70	72	0	5	4

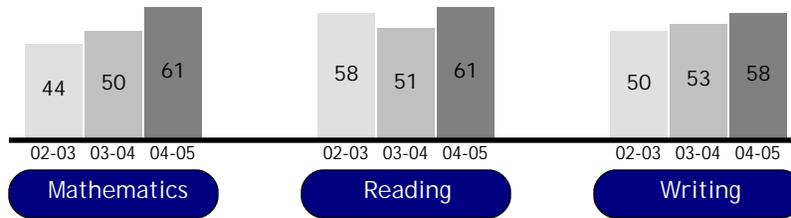
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	94	35	42	50	97	56	NA	58	99	34	41	47
	Language	98	24	33	43	95	41	44	50	99	35	39	47
	Mathematics	99	40	49	57	97	59	57	64	100	37	44	50
3	Reading	99	36	38	47	100	44	NA	55	100	41	41	44
	Language	99	45	45	54	100	53	54	61	100	43	40	44
	Mathematics	99	47	44	54	100	45	54	61	100	47	46	51
4	Reading	98	43	42	52	95	48	NA	56	100	43	43	48
	Language	96	40	40	48	97	47	45	52	100	44	45	49
	Mathematics	96	52	46	57	96	58	51	61	100	46	48	53
5	Reading	94	44	41	50	99	46	NA	55	100	44	46	50
	Language	95	38	38	46	100	41	43	49	100	44	45	50
	Mathematics	98	57	50	57	99	65	59	63	100	42	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)
- 3 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- ü Curriculum Development
- ü Schoolwide Planning
- ü Instructional Strategies
- ü Parent/Educator Relations
- ü School Safety Issues
- ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
Other Professional Staff	8.00	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	2	0	0
4 to 6 years	11	2	0	0
7 to 9 years	7	4	0	0
10 or more years	17	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	87
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- ü Computer Lab - with 36 iMac Computers
- ü Parent Resource Center
- ü Media Center/Library with 10,000+ books

Extracurricular Activities

- ü Math Club
- ü Science Club
- ü Reading Club
- ü Student Leadership Teams
- ü Be Healthy Club

Social Services

- ü Afterschool Program
- ü Parent Liasion
- ü Breakfast/Lunch Programs
- ü Social Worker
- ü Business Partners
- ü Community Liasion
- ü Clothing/Food Banks

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Seventy-three percent (73%) of 3rd grade students met or exceeded the 3rd grade standard on the state AIMS tests in math.

- ü The Aguilar teaching staff continues to obtain ELL/SEI endorsements and implement ELL-strategies in classrooms throughout the school.

- ü Seventy-six percent (76%) of fourth grade students met or exceeded the 4th grade standard on the state AIMS tests in reading.

- ü Seventy-two percent (72%) of fifth grade students met or exceeded the 5th grade standard on the state AIMS test in math.

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	10	12	12	17
Transfers In Rate ⁶	27	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	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

The Aguilar School Community has a Crisis Management Plan. Visitors must sign-in and obtain a name tag for identification. All district staff members are required to wear ID badges for safety while on campus. All of these precautions are in place to ensure a safe and healthy learning environment for all of our students.

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	Christine Trujillo	(480) 897-2544
Transportation Policy	Paul Novak	(480) 784-1337
Community Resources	Jackie Favarro	(480) 897-2544
School Nutrition Programs	Sylvia Garces	(480) 897-2544
Parent Organization	Liz Canez	(480) 897-2544
Student Health/Nurse	Denise Allen	(480) 897-2544

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 545 Copies = \$208.00

** 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.