



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1300 E. Watson Drive, 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 Excelling
2003-04 Highly Performing
2002-03 Performing

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

School Overview

Principal/Administrator : Mrs. Terri McCoy
Schedule : 07:30 AM to 04:00 PM
Grades : K-5
2005 Enrollment : 534
Web Address : www.tempe3.k12.az.us/Rover/roverwelcome.htm
Phone Number : (480) 897-7122
Fax Number : (480) 820-8503
E-mail : tmccoy@tempeschools.org

Mission

Vision: Rover will be a community of lifelong learners, productive global citizens, emotionally sensitive/giving to others. Mission: Provide opportunities in a nurturing environment to become skilled learners, self-directed with healthy self-esteem.

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

- All Rover students are expected to read on grade level with 90%-94% accuracy with adequate comprehension as measured by the Running Record.
All Rover K-2 students are expected to achieve proficiency in all math standards as measured by District Math Assessment. All Rover 3-5 students are expected to achieve appropriate grade-level growth as measured by District Assessment NWEA scores.

Enrollment

October 1, 2004 School Year Student Enrollment : 533
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 314

Instructional Programs

- Ü Lifelong Guidelines/Life Skills
- Ü Full-day Kindergarten
- Ü On-site & Self-contained Special Educ.
- Ü Gifted
- Ü Olweus Bully Prevention Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Rover provides a safe and nurturing learning environment. Parents are partners in their child's education. Rover provides consistent communication on each child's academic, social/emotional growth and always be available to address concerns.

Parents

Parents should provide a home that is supportive of literacy and Lifelong Guidelines/Life Skills. Parents should be a partner with the school in all aspects of their child's education.

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 National Blue Ribbon School of Excellence	2001
Ü Nat'l School of Character Promising Practice Citation	2001
Ü Arizona A+ School 2000-2001	2000
Ü One of 18 Great American Schools - NEA	2000

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	91	1702	79306	99	100	99	472	438	445	3	13	10	9	22	18	49	49	51	38	17	20
All Students (Prior Year)	86	1518	75509	100	99	100	550	512	521	10	17	13	11	25	23	36	32	33	43	25	31
Female	55	868	38691	98	100	99	466	436	446	4	13	10	10	23	18	52	48	52	35	16	20
Male	36	834	40583	100	100	99	482	440	445	3	13	11	9	21	18	44	50	50	44	17	21
African American	15	177	4041	94	99	99	475	433	426	0	17	17	0	21	23	69	50	50	31	12	10
Hispanic	11	806	32869	92	100	99	428	426	429	9	16	15	18	26	25	27	50	51	45	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	58	501	36197	100	100	99	477	461	463	4	7	5	11	14	11	51	47	53	35	33	31
Students with Disabilities	16	206	10321	100	100	100	423	395	389	19	33	30	31	29	27	31	28	34	19	10	9
Students without Disabilities	75	1496	69060	96	100	98	483	444	454	0	10	7	4	21	17	53	51	54	43	18	22
Limited English Proficient Students	NC	335	15509	NC	100	100	NC	408	406	NC	22	20	NC	32	30	NC	42	45	NC	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	26	1144	39415	93	99	96	460	427	431	9	17	15	14	28	25	41	46	50	36	10	10
Non-Economically Disadvantaged	65	558	39966	100	100	100	476	458	459	2	6	6	8	11	12	52	54	52	39	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	467	440	446	5	14	9	14	25	25	62	51	55	20	9	11
All Students (Prior Year)	86	1520	75492	100	100	100	529	512	519	10	16	12	16	19	16	36	45	47	39	20	24
Female	56	869	38743	100	0	100	463	444	451	2	11	7	19	25	24	62	54	57	17	11	12
Male	36	833	40618	100	0	99	475	435	440	9	18	11	6	26	27	62	48	53	24	8	9
African American	15	177	4052	94	0	100	483	438	434	0	14	11	8	27	29	77	54	54	15	5	6
Hispanic	12	807	32915	100	0	99	427	428	426	17	18	15	17	30	35	42	46	47	25	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	58	500	36221	100	0	99	470	464	465	4	7	4	16	15	15	61	59	63	19	19	17
Students with Disabilities	16	206	10331	100	0	100	408	383	388	19	44	25	38	26	37	38	23	34	6	6	4
Students without Disabilities	76	1496	69139	97	0	99	481	448	454	1	10	7	8	25	24	68	55	58	23	10	11
Limited English Proficient Students	NC	334	15545	NC	0	100	NC	407	399	NC	26	21	NC	34	42	NC	38	35	NC	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	26	1144	39484	93	0	96	454	428	429	5	18	14	32	32	35	59	45	47	5	5	4
Non-Economically Disadvantaged	66	558	39986	100	0	100	472	462	461	5	6	4	8	13	16	63	62	63	25	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	91	1676	78869	99	99	99	480	447	442	2	6	6	10	22	21	63	56	63	24	16	10
All Students (Prior Year)	86	1507	75053	100	99	99	664	620	597	4	6	7	8	9	12	65	73	72	23	12	9
Female	56	856	38536	100	99	99	487	462	458	0	5	4	9	16	15	60	58	67	30	21	14
Male	35	820	40302	97	99	99	468	431	428	6	7	8	12	29	26	67	55	60	15	9	7
African American	15	174	4015	94	98	99	478	444	430	0	6	8	15	28	24	69	53	61	15	13	7
Hispanic	12	791	32606	100	98	98	420	437	426	8	8	8	25	23	27	42	58	60	25	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	57	495	36078	100	100	99	493	467	459	2	4	4	7	16	16	64	55	66	27	25	14
Students with Disabilities	15	202	10246	100	100	100	423	371	367	7	19	18	27	42	39	60	34	40	7	4	4
Students without Disabilities	76	1474	68697	97	98	98	492	458	454	1	4	4	7	19	18	63	59	67	28	17	11
Limited English Proficient Students	NC	328	15339	NC	100	100	NC	412	399	NC	12	11	NC	29	31	NC	53	54	NC	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	26	1122	39106	93	97	95	466	436	427	0	7	8	18	26	28	73	57	59	9	10	5
Non-Economically Disadvantaged	65	554	39837	100	100	100	484	466	457	3	4	4	8	14	14	59	55	67	30	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	71	1421	78906	100	100	99	529	492	498	7	17	13	3	20	19	40	44	48	50	19	20
All Students (Prior Year)	80	1354	76019	99	99	100	523	495	499	4	15	14	28	40	39	18	11	14	50	34	33
Female	35	721	38644	100	100	99	547	495	500	3	15	12	0	20	19	48	45	49	48	20	19
Male	36	700	40236	100	100	99	513	488	497	11	20	15	6	21	19	31	42	46	51	17	20
African American	10	165	4087	100	100	99	486	491	481	10	12	20	10	25	24	30	50	45	50	13	11
Hispanic	14	654	31938	100	100	99	490	480	481	21	25	19	0	22	25	36	41	46	43	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	43	412	36483	96	100	99	551	513	517	3	8	7	3	12	13	43	48	51	53	32	30
Students with Disabilities	13	219	10664	100	100	100	390	416	430	36	56	42	18	18	27	36	19	26	9	6	5
Students without Disabilities	58	1203	68310	100	100	98	556	506	509	2	10	9	0	20	18	40	48	51	58	21	22
Limited English Proficient Students	NC	257	12573	NC	100	100	NC	455	454	NC	31	27	NC	25	30	NC	35	38	NC	9	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	13	913	38679	93	98	96	519	484	483	8	22	20	8	25	25	54	41	45	31	12	10
Non-Economically Disadvantaged	58	509	40295	100	100	100	532	505	513	7	10	7	2	12	13	36	49	50	55	30	30

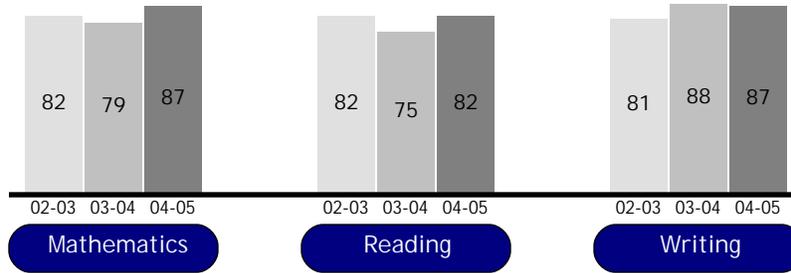
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	1418	78908	100	0	99	503	476	484	10	14	10	9	23	23	57	54	58	24	8	9
All Students (Prior Year)	78	1349	76020	96	99	100	509	498	503	16	33	25	9	23	23	54	36	40	21	8	12
Female	35	720	38648	100	0	99	525	483	489	3	9	8	6	22	22	64	59	61	27	10	10
Male	36	698	40233	100	0	99	482	469	479	17	19	12	11	24	25	51	50	55	20	7	8
African American	10	165	4092	100	0	99	471	480	473	20	14	12	0	15	28	60	66	54	20	5	5
Hispanic	14	651	31940	100	0	99	466	463	465	21	19	16	14	30	32	57	46	49	7	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	43	412	36502	96	0	99	518	496	502	5	6	4	8	13	14	60	65	67	28	17	15
Students with Disabilities	13	219	10665	100	0	100	365	402	423	64	47	30	18	31	36	9	19	31	9	2	2
Students without Disabilities	58	1200	68312	100	0	98	529	489	493	0	8	7	7	22	21	67	61	62	26	9	10
Limited English Proficient Students	NC	256	12556	NC	0	100	NC	438	436	NC	27	24	NC	34	40	NC	36	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	13	912	38662	93	0	96	494	469	468	15	18	16	15	29	32	62	48	49	8	4	3
Non-Economically Disadvantaged	58	507	40315	100	0	100	505	487	498	9	7	5	7	13	15	56	65	66	27	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	71	1423	78750	100	100	99	512	497	500	4	7	6	22	30	29	66	60	63	7	3	2
All Students (Prior Year)	78	1350	75673	96	99	100	549	528	530	9	12	12	20	28	25	65	56	58	5	4	4
Female	35	722	38586	100	100	99	555	512	515	0	4	4	9	25	22	79	66	71	12	5	3
Male	36	701	40135	100	100	99	471	481	486	9	9	8	34	36	35	54	54	56	3	1	1
African American	10	167	4081	100	100	99	498	503	488	10	7	8	10	26	32	70	64	59	10	3	2
Hispanic	14	655	31841	100	100	99	483	484	483	7	10	8	36	35	36	50	54	55	7	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	43	411	36440	96	100	99	527	515	516	3	3	3	18	22	22	73	69	71	8	6	4
Students with Disabilities	13	219	10622	100	100	100	388	394	415	27	28	21	36	50	50	36	21	28	0	2	1
Students without Disabilities	58	1205	68196	100	100	98	536	515	513	0	3	3	19	27	25	72	67	69	9	3	3
Limited English Proficient Students	NC	255	12504	NC	100	100	NC	453	451	NC	15	12	NC	40	44	NC	45	43	NC	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	13	912	38558	93	98	96	518	489	485	0	9	8	31	36	37	54	53	54	15	2	1
Non-Economically Disadvantaged	58	512	40260	100	100	100	510	509	514	5	4	3	20	21	21	69	70	72	5	5	4

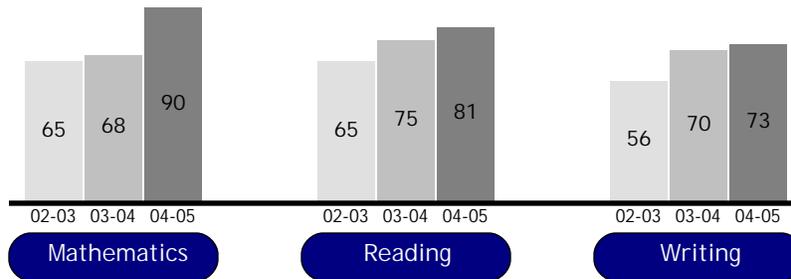
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	93	53	42	50	96	66	NA	58	100	53	41	47
	Language	96	49	33	43	99	55	44	50	100	54	39	47
	Mathematics	94	66	49	57	99	70	57	64	100	63	44	50
3	Reading	97	68	38	47	97	69	NA	55	99	54	41	44
	Language	96	73	45	54	97	70	54	61	99	57	40	44
	Mathematics	97	69	44	54	93	71	54	61	98	63	46	51
4	Reading	96	66	42	52	95	69	NA	56	100	59	43	48
	Language	99	56	40	48	95	63	45	52	100	57	45	49
	Mathematics	100	65	46	57	93	73	51	61	100	61	48	53
5	Reading	99	63	41	50	95	68	NA	55	97	67	46	50
	Language	99	55	38	46	96	60	43	49	97	64	45	50
	Mathematics	99	73	50	57	93	76	59	63	97	63	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)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Web Masters
- Ü Funding Decisions
- Ü School Safety
- Ü Climate
- Ü Fine and Performing Arts

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	32.53
Other Professional Staff	1.80	Teacher Aide	6.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	7	0	0
4 to 6 years	2	5	0	0
7 to 9 years	1	4	0	0
10 or more years	5	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
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 Media Center/Computer Lab
- Ü Performing Arts Stage

Extracurricular Activities

- Ü After School Enrichment
- Ü Scouting Groups
- Ü Academic Remedial Groups
- Ü Community Sports Programs

Social Services

- Ü Breakfast/Lunch Programs
- Ü Tuition-free Full-day Kindergarten
- Ü Before/After School Programs
- Ü Social Worker/Community Liaison

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü Rover School's AIMS scores for third and fifth grade were higher than district and state averages in Reading, Math, and Writing.

ü Rover School's Stanford 9 scores for all grade levels were higher than district and state averages in Reading, Math, and Language.

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	8	12	12	17
Transfers In Rate ⁶	10	28	28	37
Stability Rate ⁷	91	87	87	82
Promotion Rate ⁸	99	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

Rover's nurturing environment is research-based in establishing components of an effective learning environment. Rover has adopted Lifelong Guidelines and Skills as the Character Development Program. Counselor, nurse and psychologist are available.

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	Terri McCoy	(480) 897-7122
Transportation Policy	Paul M. Novak	(480) 350-9186
Community Resources	Gary Aungst	(480) 730-7195
School Nutrition Programs	Pam Gorowara	(480) 350-9006
Parent Organization	Sheryl Law	(480) 839-3225
Student Health/Nurse	Elizabeth Walmer	(480) 897-7122

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 10 Copies = \$4.00

** 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.