

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

625 W Cornell Dr, Tempe, AZ 85283

Tempe Elementary 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)

2003-04 Not Evaluated
2002-03 Not Evaluated
2001-02 N/A

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

School Overview

Principal/Administrator : Dr. Jane Rupard
Schedule : 7:30 AM to 5:00 PM
Grades : Pre-K-8
2004 Enrollment : 186
Web Address : www.tempeschools.org/schools/getz.htm
Phone Number : (480) 897-6233
Fax Number : (480) 838-0061
E-mail : jrupard@tempeschools.org

Mission

Our mission is that all learners - students, families, staff, and community - recognizing the value and dignity of each and every individual, will interact positively to help students access their full potential.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

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

School / Academic Goals

- ü A minimum of 80 percent of all campus-wide student's goals will be mastered. All goals are specified per each student's Individual Educational Plan.
- ü Demonstrate growth in communication and language skills leading to improved social-behavioral skills, pre-literacy skills, and increased independence.
- ü The goal for peer models is to demonstrate academic growth as measured by the Developmental Profile II and/or the Pre-K Success assessment.

Enrollment

October 1, 2003 School Year Student Enrollment : 164
Accepting New Students in 2004-05 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2003-04 : 0

Instructional Programs

- ü Preschool for Students w/Special Needs
- ü Preschool Peer Model Program
- ü Multiply Disabled (Preschool-8th Grades)
- ü Speech, Physical & Occupational Therapy

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	2 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Parents are provided with literature and learning opportunities via our newsletter and evening parent seminars. There is a parent library for parents to take home books to read with their children. Preschool screenings are held throughout the year.

Parents

Parents are responsible to actively participate as part of their child's evaluation and/or IEP team. They are responsible to provide us with information that will help us to offer the best learning opportunities for their children.

Transportation Policy

Tempe Elementary School District #3 offers transportation for all Getz students, including those with wheelchair and/or medical needs. Students with special needs receive fully funded transportation, peer models can access transportation for a fee.

School Honors

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

Award/Honor	Year
ü NAEYC Accreditation	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	--	1518	75509	--	99	100	--	512	521	--	17	13	--	25	23	--	32	33	--	25	31
All Students (Prior Year)	NC	1457	75372	NC	100	100	NC	516	523	NC	11	9	NC	29	25	NC	35	36	NC	25	30
Female	--	737	37013	--	100	100	--	512	522	--	15	12	--	29	24	--	31	33	--	25	31
Male	--	779	38430	--	99	99	--	512	521	--	19	14	--	23	22	--	33	33	--	25	31
African American	--	165	3660	--	100	99	--	488	496	--	29	24	--	32	31	--	24	28	--	15	18
Hispanic	--	679	30486	--	99	99	--	502	505	--	16	18	--	31	29	--	38	32	--	15	21
Asian/Pacific Islander	--	58	1780	--	97	98	--	548	549	--	9	5	--	9	13	--	32	33	--	50	50
American Indian/Alaskan Native	--	119	4075	--	100	100	--	489	486	--	30	28	--	30	34	--	27	26	--	12	12
White	--	490	35192	--	99	99	--	530	534	--	12	8	--	20	19	--	31	35	--	37	39
Students with Disabilities	--	196	9708	--	100	100	--	481	489	--	43	32	--	25	27	--	18	24	--	15	17
Students without Disabilities	--	1322	65801	--	99	98	--	516	525	--	14	11	--	26	23	--	34	34	--	27	33
Limited English Proficient Students	--	400	16928	--	100	100	--	479	485	--	25	29	--	34	33	--	38	26	--	3	12
Migrant Students	--	--	750	--	--	--	--	499	--	--	21	--	--	29	--	--	30	--	--	20	--
Economically Disadvantaged	--	972	36411	--	--	--	--	497	503	--	23	19	--	29	29	--	33	32	--	15	20
Non-Economically Disadvantaged	--	546	39040	--	--	--	--	531	534	--	10	8	--	21	19	--	31	34	--	38	39

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	--	1520	75492	--	100	100	--	512	519	--	16	12	--	19	16	--	45	47	--	20	24
All Students (Prior Year)	NC	1454	75221	NC	100	100	NC	519	523	NC	10	8	NC	19	16	NC	52	56	NC	18	21
Female	--	738	37014	--	100	100	--	517	523	--	12	10	--	17	15	--	49	48	--	22	27
Male	--	780	38400	--	99	99	--	508	516	--	20	14	--	20	17	--	41	47	--	18	21
African American	--	165	3665	--	100	99	--	500	505	--	23	20	--	27	22	--	40	43	--	10	14
Hispanic	--	679	30438	--	99	99	--	507	508	--	16	17	--	19	21	--	52	47	--	13	15
Asian/Pacific Islander	--	57	1773	--	95	98	--	531	534	--	7	4	--	9	10	--	49	50	--	35	36
American Indian/Alaskan Native	--	119	4081	--	100	100	--	495	498	--	28	25	--	25	26	--	39	40	--	8	8
White	--	490	35177	--	99	99	--	522	528	--	12	8	--	15	13	--	42	49	--	31	31
Students with Disabilities	--	196	9707	--	100	100	--	482	495	--	48	33	--	23	21	--	21	33	--	9	13
Students without Disabilities	--	1324	65785	--	99	98	--	516	522	--	12	10	--	18	16	--	48	49	--	22	26
Limited English Proficient Students	--	400	16905	--	100	100	--	487	489	--	34	34	--	28	28	--	34	32	--	3	6
Migrant Students	--	--	763	--	--	--	--	499	--	--	21	--	--	30	--	--	40	--	--	8	--
Economically Disadvantaged	--	972	36302	--	--	--	--	504	507	--	21	18	--	21	21	--	46	46	--	12	14
Non-Economically Disadvantaged	--	548	39164	--	--	--	--	523	528	--	10	8	--	16	13	--	44	48	--	30	31

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	--	1507	75053	--	99	99	--	620	597	--	6	7	--	9	12	--	73	72	--	12	9
All Students (Prior Year)	--	1431	73654	--	99	99	--	529	530	--	11	9	--	14	13	--	65	70	--	9	7
Female	--	732	36872	--	99	99	--	650	621	--	3	5	--	6	9	--	75	74	--	16	12
Male	--	773	38109	--	98	99	--	593	573	--	9	10	--	11	14	--	71	69	--	9	6
African American	--	163	3636	--	99	99	--	590	568	--	10	12	--	10	16	--	75	67	--	6	6
Hispanic	--	679	30235	--	98	98	--	617	575	--	4	9	--	9	14	--	75	70	--	12	6
Asian/Pacific Islander	--	57	1768	--	95	98	--	707	651	--	0	3	--	5	5	--	64	72	--	32	19
American Indian/Alaskan Native	--	119	4044	--	100	99	--	597	550	--	10	13	--	8	17	--	78	66	--	4	4
White	--	485	35028	--	98	99	--	632	613	--	6	6	--	9	10	--	71	73	--	15	11
Students with Disabilities	--	195	9625	--	100	100	--	540	530	--	24	21	--	16	21	--	56	55	--	4	4
Students without Disabilities	--	1312	65428	--	98	98	--	631	604	--	4	6	--	8	11	--	75	73	--	14	10
Limited English Proficient Students	--	400	16765	--	100	100	--	574	525	--	13	17	--	13	20	--	72	60	--	3	2
Migrant Students	--	--	752	--	--	--	--	562	--	--	9	--	--	18	--	--	68	--	--	5	--
Economically Disadvantaged	--	966	36077	--	--	--	--	597	566	--	8	10	--	10	16	--	75	69	--	8	5
Non-Economically Disadvantaged	--	541	38950	--	--	--	--	650	618	--	4	5	--	6	9	--	71	73	--	19	12

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	--	1354	76019	--	99	100	--	495	499	--	15	14	--	40	39	--	11	14	--	34	33	
All Students (Prior Year)	--	1410	76230	--	100	100	--	499	498	--	12	12	--	39	38	--	12	12	--	37	37	
Female	--	655	37207	--	100	100	--	495	499	--	14	12	--	40	41	--	13	14	--	34	33	
Male	--	699	38677	--	99	100	--	495	498	--	16	15	--	40	38	--	10	13	--	34	34	
African American	--	179	3817	--	100	100	--	474	475	--	21	23	--	51	47	--	9	11	--	19	18	
Hispanic	--	617	29458	--	100	100	--	488	480	--	17	20	--	43	48	--	11	12	--	29	20	
Asian/Pacific Islander	--	36	1673	--	97	99	--	516	531	--	8	4	--	36	29	--	12	14	--	44	53	
American Indian/Alaskan Native	--	113	4735	--	97	100	--	485	466	--	19	28	--	44	49	--	10	10	--	27	13	
White	--	404	35880	--	98	100	--	514	515	--	9	7	--	31	32	--	12	16	--	47	45	
Students with Disabilities	--	193	9786	--	100	100	--	455	457	--	41	39	--	41	40	--	4	7	--	14	13	
Students without Disabilities	--	1161	66233	--	99	99	--	501	503	--	11	11	--	40	39	--	12	14	--	37	35	
Limited English Proficient Students	--	342	15206	--	100	100	--	463	459	--	26	31	--	57	53	--	8	7	--	9	9	
Migrant Students	--	--	745	--	--	--	--	--	473	--	--	22	--	--	53	--	--	11	--	--	15	
Economically Disadvantaged	--	832	35714	--	--	--	--	--	485	480	--	17	20	--	46	47	--	11	12	--	26	20
Non-Economically Disadvantaged	--	522	40266	--	--	--	--	--	509	513	--	12	9	--	31	33	--	12	15	--	45	43

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	--	1349	76020	--	99	100	--	498	503	--	33	25	--	23	23	--	36	40	--	8	12	
All Students (Prior Year)	--	1405	76202	--	100	100	--	502	505	--	20	19	--	27	24	--	43	46	--	10	11	
Female	--	653	37213	--	99	100	--	500	504	--	27	22	--	25	23	--	39	42	--	8	13	
Male	--	696	38666	--	99	100	--	496	501	--	39	29	--	21	22	--	32	38	--	8	12	
African American	--	179	3819	--	100	100	--	489	494	--	45	37	--	27	26	--	25	31	--	3	6	
Hispanic	--	614	29442	--	99	99	--	494	494	--	36	37	--	26	26	--	31	31	--	6	6	
Asian/Pacific Islander	--	36	1672	--	97	99	--	498	513	--	28	12	--	24	19	--	44	49	--	4	20	
American Indian/Alaskan Native	--	114	4735	--	97	100	--	489	489	--	50	48	--	23	25	--	26	24	--	1	3	
White	--	401	35890	--	98	100	--	509	511	--	19	15	--	18	20	--	48	48	--	15	18	
Students with Disabilities	--	190	9784	--	99	100	--	479	485	--	72	58	--	14	19	--	10	19	--	4	4	
Students without Disabilities	--	1159	66236	--	99	99	--	501	504	--	27	23	--	24	23	--	40	42	--	9	13	
Limited English Proficient Students	--	338	15198	--	100	100	--	482	483	--	62	59	--	27	25	--	11	14	--	0	1	
Migrant Students	--	--	743	--	--	--	--	--	488	--	--	50	--	--	28	--	--	19	--	--	3	
Economically Disadvantaged	--	829	35703	--	--	--	--	--	493	494	--	40	37	--	26	26	--	29	31	--	5	6
Non-Economically Disadvantaged	--	520	40274	--	--	--	--	--	505	509	--	24	17	--	18	20	--	46	47	--	13	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	--	1350	75673	--	99	100	--	528	530	--	12	12	--	28	25	--	56	58	--	4	4	
All Students (Prior Year)	--	1372	74692	--	98	99	--	499	502	--	17	18	--	30	27	--	46	47	--	7	8	
Female	--	654	37099	--	100	100	--	549	548	--	7	8	--	25	22	--	62	64	--	6	6	
Male	--	696	38441	--	99	99	--	508	513	--	17	16	--	31	29	--	49	52	--	3	3	
African American	--	177	3791	--	99	99	--	512	506	--	16	18	--	28	29	--	54	50	--	2	3	
Hispanic	--	618	29305	--	100	99	--	511	507	--	15	16	--	31	31	--	52	51	--	2	2	
Asian/Pacific Islander	--	36	1665	--	97	99	--	548	573	--	4	6	--	24	16	--	68	67	--	4	10	
American Indian/Alaskan Native	--	114	4707	--	97	100	--	518	492	--	11	19	--	30	33	--	56	46	--	3	1	
White	--	402	35760	--	98	99	--	556	550	--	8	9	--	23	21	--	60	64	--	8	6	
Students with Disabilities	--	194	9706	--	100	100	--	453	462	--	40	36	--	34	32	--	23	31	--	3	1	
Students without Disabilities	--	1156	65967	--	99	99	--	538	536	--	8	10	--	27	25	--	60	60	--	5	5	
Limited English Proficient Students	--	340	15115	--	100	100	--	477	471	--	23	26	--	35	38	--	42	35	--	0	1	
Migrant Students	--	--	738	--	--	--	--	--	488	--	--	23	--	--	33	--	--	43	--	--	1	
Economically Disadvantaged	--	832	35541	--	--	--	--	--	513	504	--	14	17	--	32	31	--	52	50	--	2	2
Non-Economically Disadvantaged	--	518	40091	--	--	--	--	--	548	550	--	10	9	--	23	21	--	60	64	--	7	6

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

8th 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	--	1312	75001	--	100	99	--	452	468	--	53	37	--	30	36	--	9	16	--	8	10
All Students (Prior Year)	--	1219	71167	--	99	99	--	452	463	--	47	38	--	38	41	--	10	14	--	5	7
Female	--	645	36846	--	100	99	--	451	468	--	51	36	--	34	38	--	9	16	--	6	10
Male	--	666	37974	--	100	99	--	452	467	--	55	39	--	27	34	--	9	16	--	9	11
African American	--	169	3720	--	98	98	--	439	446	--	63	53	--	29	33	--	6	9	--	1	4
Hispanic	--	535	26675	--	99	98	--	439	448	--	61	52	--	29	34	--	6	10	--	3	4
Asian/Pacific Islander	--	64	1575	--	100	99	--	474	504	--	38	18	--	35	33	--	10	20	--	17	29
American Indian/Alaskan Native	--	103	4731	--	98	98	--	423	438	--	77	61	--	20	30	--	3	7	--	0	2
White	--	435	37785	--	100	99	--	471	482	--	38	25	--	34	39	--	14	21	--	14	15
Students with Disabilities	--	174	8802	--	100	100	--	407	418	--	91	79	--	6	16	--	2	3	--	1	1
Students without Disabilities	--	1138	66199	--	99	99	--	457	472	--	48	34	--	33	38	--	10	17	--	8	11
Limited English Proficient Students	--	310	11710	--	100	100	--	413	429	--	85	70	--	14	25	--	0	4	--	1	1
Migrant Students	--	--	709	--	--	--	--	442	--	--	57	--	--	34	--	--	7	--	--	--	2
Economically Disadvantaged	--	658	29814	--	--	--	--	433	448	--	69	53	--	24	33	--	5	10	--	2	4
Non-Economically Disadvantaged	--	654	45170	--	--	--	--	467	479	--	40	28	--	36	38	--	12	20	--	12	14

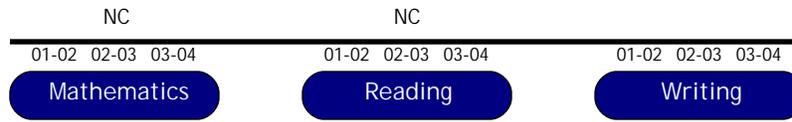
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	1311	74918	--	100	99	--	484	497	--	43	32	--	19	19	--	26	35	--	12	15
All Students (Prior Year)	--	1218	71100	--	99	99	--	495	502	--	30	25	--	23	21	--	36	40	--	12	15
Female	--	645	36805	--	100	99	--	490	501	--	40	28	--	19	19	--	28	37	--	14	16
Male	--	665	37936	--	100	99	--	478	493	--	47	35	--	19	18	--	24	33	--	10	14
African American	--	170	3719	--	98	98	--	471	481	--	53	43	--	20	21	--	23	29	--	4	7
Hispanic	--	535	26645	--	99	98	--	471	478	--	55	46	--	18	20	--	21	27	--	6	6
Asian/Pacific Islander	--	64	1571	--	100	99	--	497	521	--	35	18	--	13	15	--	31	38	--	21	30
American Indian/Alaskan Native	--	103	4729	--	98	98	--	457	468	--	68	57	--	18	19	--	13	19	--	1	4
White	--	433	37773	--	100	99	--	505	511	--	24	20	--	21	18	--	34	41	--	21	21
Students with Disabilities	--	175	8801	--	100	100	--	440	448	--	79	75	--	11	13	--	8	10	--	2	2
Students without Disabilities	--	1136	66117	--	99	99	--	489	501	--	39	28	--	20	19	--	28	37	--	13	16
Limited English Proficient Students	--	310	11706	--	100	100	--	440	454	--	83	71	--	15	16	--	2	12	--	0	1
Migrant Students	--	--	706	--	--	--	--	467	--	--	55	--	--	22	--	--	20	--	--	--	4
Economically Disadvantaged	--	657	29785	--	--	--	--	466	477	--	60	47	--	17	20	--	18	26	--	5	6
Non-Economically Disadvantaged	--	654	45115	--	--	--	--	499	508	--	30	23	--	20	18	--	32	39	--	18	20

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	--	1309	74503	--	100	99	--	468	491	--	15	9	--	37	32	--	43	51	--	5	8
All Students (Prior Year)	--	1185	69001	--	96	96	--	484	490	--	22	17	--	41	37	--	37	45	--	0	1
Female	--	645	36686	--	100	99	--	485	506	--	9	5	--	38	29	--	47	57	--	6	9
Male	--	663	37644	--	99	98	--	451	476	--	22	13	--	37	36	--	38	45	--	3	6
African American	--	168	3677	--	97	97	--	469	475	--	14	12	--	41	36	--	40	46	--	4	5
Hispanic	--	534	26500	--	99	97	--	446	467	--	16	13	--	47	39	--	34	44	--	3	4
Asian/Pacific Islander	--	64	1566	--	100	99	--	488	537	--	13	5	--	37	23	--	40	55	--	10	18
American Indian/Alaskan Native	--	103	4695	--	98	97	--	433	464	--	23	14	--	44	39	--	32	44	--	1	3
White	--	435	37606	--	100	99	--	492	508	--	13	6	--	26	28	--	54	56	--	7	10
Students with Disabilities	--	173	8662	--	100	100	--	398	409	--	48	37	--	30	42	--	21	20	--	1	1
Students without Disabilities	--	1136	65841	--	99	98	--	476	499	--	12	7	--	38	32	--	45	53	--	5	8
Limited English Proficient Students	--	310	11608	--	100	100	--	408	430	--	26	23	--	57	47	--	17	28	--	0	1
Migrant Students	--	--	701	--	--	--	--	449	--	--	17	--	--	43	--	--	38	--	--	--	1
Economically Disadvantaged	--	657	29587	--	--	--	--	447	465	--	21	14	--	43	40	--	34	43	--	3	4
Non-Economically Disadvantaged	--	652	44898	--	--	--	--	485	507	--	11	7	--	33	28	--	50	55	--	7	10

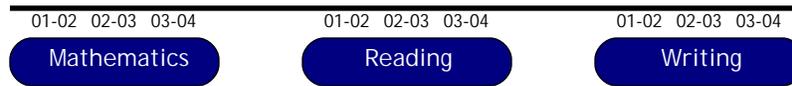
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

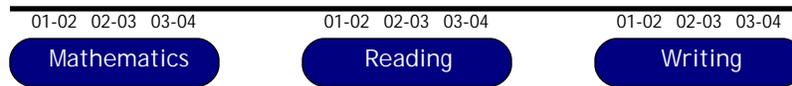
3rd Grade Proficiency



5th Grade Proficiency



8th 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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	38	44	--	--	42	50	--	--	NA	58
	Language	--	--	31	39	--	--	33	43	--	--	44	50
	Mathematics	--	--	46	52	--	--	49	57	--	--	57	64
3	Reading	--	--	34	43	--	--	38	47	--	--	NA	55
	Language	--	--	40	50	--	--	45	54	--	--	54	61
	Mathematics	--	--	42	50	--	--	44	54	--	--	54	61
4	Reading	--	--	38	47	--	--	42	52	--	--	NA	56
	Language	--	--	38	45	--	--	40	48	--	--	45	52
	Mathematics	--	--	43	52	--	--	46	57	--	--	51	61
5	Reading	--	--	39	46	--	--	41	50	--	--	NA	55
	Language	--	--	35	43	--	--	38	46	--	--	43	49
	Mathematics	--	--	46	54	--	--	50	57	--	--	59	63
6	Reading	--	--	40	49	--	--	47	53	--	--	NA	56
	Language	--	--	33	42	--	--	38	45	--	--	38	48
	Mathematics	--	--	46	58	--	--	53	62	--	--	56	66
7	Reading	--	--	41	48	--	--	45	51	--	--	NA	54
	Language	--	--	43	51	--	--	47	54	--	--	50	58
	Mathematics	--	--	43	54	--	--	46	58	--	--	50	62
8	Reading	--	--	41	49	--	--	45	53	--	--	NA	55
	Language	--	--	35	46	--	--	38	49	--	--	41	52
	Mathematics	--	--	42	54	--	--	48	58	--	--	48	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget
- Ü Staff Development
- Ü School Goals
- Ü Campus-Wide Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	14.50
Other Professional Staff	15.00	Teacher Aide	18.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 0
- Core academic classes taught by Highly Qualified (NCLB) teachers. 0
- Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Computer Lab for Student Use

Extracurricular Activities

- Ü Student Council

Social Services

- Ü Preschool Screenings
- Ü Lunch Program
- Ü Health Services
- Ü Social Workers

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü We earned our National Association for the Education of Young Children (NAEYC) accreditation in 2002.

- ü Our classroom for children requiring a routine and structured educational environment receives visitors from across the state for assistance in setting up similar programs.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	3	10	9	9
Promotion Rate ⁸	54	98	98	94
Retention Rate ⁹	46	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	--	--
Grades 3-4	--	--
Grades 4-5	--	--
Grades 5-6	--	--
Grades 6-7	--	--
Grades 7-8	--	--

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

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

Our school is primarily a special needs preschool, therefore incidents requiring law enforcement are unlikely. We maintain our safe environment by being in compliance with Department of Health Services guidelines. All students are signed in and out on a daily basis. Students are only released to adults on the student's permission card, and adults are required to show ID when asked. We have one full-time RN and one full-time LVN on campus.

Total number of incidents that occurred on the school grounds 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.

Contacts

	Name	Phone Number
School Site Council	Jane Rupard	(480) 897-6233
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Gary Aungst	(480) 730-7195
School Nutrition Programs	Pam Gorowara	(480) 774-2126
Parent Organization		
Student Health/Nurse	Lynda Broky	(480) 897-6233

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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

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