



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1001 N. 31st Avenue, Phoenix, AZ 85009

Isaac 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)

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

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

School Overview

Principal/Administrator : Ms. Mary Lou Chavez
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 825
 Web Address : www.isaacschools.org/schools/sutton.ht
 Phone Number : (602) 442-3200
 Fax Number : (602) 442-3299
 E-mail : mchavez@isaacschools.org

Mission

The staff of J. B. Sutton Elementary and the Isaac District, in partnership with the students and community, is committed to providing a safe and positive learning environment in which students reach their highest potential as lifelong learners. The school is committed to the district initiatives to increase student achievement, increase customer service, and integrate parents and the community.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05	Corrective Action
2003-04	Corrective Action
2002-03	Year 2

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

School / Academic Goals

- ü Our goal is to increase the number of students at or above the 50th percentile in reading, math, and language on the state standardized tests by the end of 2005-06 school year, as measured by scores on the AIMS-DPA.
- ü Our goal is to improve the SELP scores of students in Structured English Immersion classrooms by at least one level each year. Teachers will continue to receive training on SDAIE and SIOP teaching strategies.
- ü Increase parent involvement by formal use of site committee concept. Parents will be involved in the development and revision of the school's improvement plan.
- ü The teachers will provide ongoing assessment in order to assure students are progressing in a manner which will allow them to meet academic benchmarks.

Enrollment

October 1, 2004 School Year Student Enrollment : 815
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 20

Instructional Programs

- Ü Full-day Kindergarten
- Ü Gifted & Special Education Programs
- Ü Century 21 LEAP After-school Programs
- Ü Title I & Reading First Programs
- Ü Art, Music, P.E., Computers, Library
- Ü Reading First School
- Ü Intel Design and Discovery
- Ü Lego Robotics

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

The school complies with Board goals to improve the achievement of all students, while providing a safe and attractive learning environment. Teachers use test data to target students' needs and help the students meet the State Standards.

Parents

Parents actively participate in the school. They learn about academic expectations during curriculum, math and reading programs at night. They attend school sponsored activities and help their children at home using learning activities designed by teachers. The school provides a parent resource center during day hours in order to facilitate parent involvement and participation.

Transportation Policy

J.B. Sutton is a neighborhood school and most students walk to school. Transportation is provided when appropriate and for after-school tutoring, field trips, sports events, children with special needs, gifted programs, intramural sports, and the nurse's clothing project.

School Honors

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

Award/Honor	Year
Ü Intel Technology Partnership	2004
Ü Rodel Foundation Partnership	2004
Ü Winner: National School and Business Partnership Award	2004
Ü Reading First Grant	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	126	955	79306	98	100	99	436	428	445	5	16	10	26	24	18	62	51	51	7	9	20
All Students (Prior Year)	129	975	75509	98	100	100	501	509	521	17	15	13	29	28	23	41	34	33	12	22	31
Female	72	477	38691	97	99	99	433	426	446	2	16	10	31	25	18	64	52	52	4	7	20
Male	54	479	40583	98	100	99	438	430	445	9	16	11	20	23	18	59	50	50	11	10	21
African American	NC	21	4041	NC	100	99	NC	405	426	NC	36	17	NC	45	23	NC	18	50	NC	0	10
Hispanic	120	896	32869	98	100	99	435	427	429	5	16	15	26	24	25	62	51	51	7	9	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	10	4264	--	100	100	--	429	419	--	25	19	--	0	30	--	75	45	--	0	6
White	NC	26	36197	NC	100	99	NC	452	463	NC	9	5	NC	9	11	NC	64	53	NC	18	31
Students with Disabilities	NC	104	10321	NC	100	100	NC	372	389	NC	34	30	NC	35	27	NC	30	34	NC	0	9
Students without Disabilities	117	852	69060	98	100	98	438	436	454	3	13	7	26	22	17	63	54	54	8	10	22
Limited English Proficient Students	83	596	15509	98	100	100	434	422	406	5	17	20	26	26	30	63	50	45	5	7	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	125	938	39415	97	98	96	436	431	431	5	16	15	26	24	25	62	51	50	7	9	10
Non-Economically Disadvantaged	--	18	39966	--	0	100	--	64	459	--	0	6	--	50	12	--	50	52	--	0	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	126	956	79395	98	0	99	430	421	446	13	16	9	33	36	25	53	45	55	1	2	11
All Students (Prior Year)	129	973	75492	98	100	100	507	509	519	22	17	12	9	18	16	47	49	47	22	16	24
Female	72	478	38743	97	0	100	435	423	451	9	14	7	35	37	24	55	46	57	2	3	12
Male	54	479	40618	98	0	99	422	419	440	18	19	11	32	35	27	50	44	53	0	2	9
African American	NC	21	4052	NC	0	100	NC	404	434	NC	18	11	NC	64	29	NC	18	54	NC	0	6
Hispanic	120	897	32915	98	0	99	429	420	426	14	17	15	33	36	35	52	45	47	1	2	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	--	10	4271	--	0	100	--	421	420	--	13	15	--	38	42	--	50	41	--	0	2
White	NC	26	36221	NC	0	99	NC	455	465	NC	0	4	NC	27	15	NC	59	63	NC	14	17
Students with Disabilities	NC	104	10331	NC	0	100	NC	361	388	NC	46	25	NC	32	37	NC	21	34	NC	0	4
Students without Disabilities	117	853	69139	98	0	99	434	429	454	10	12	7	33	37	24	56	49	58	1	2	11
Limited English Proficient Students	83	596	15545	98	0	100	422	412	399	16	20	21	34	39	42	49	40	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	125	939	39484	97	0	96	430	424	429	13	16	14	33	36	35	53	45	47	1	2	4
Non-Economically Disadvantaged	--	18	39986	--	0	100	--	60	461	--	17	4	--	33	16	--	50	63	--	0	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	123	951	78869	95	100	99	459	437	442	3	6	6	9	21	21	81	66	63	6	6	10
All Students (Prior Year)	129	966	75053	98	100	99	585	601	597	5	6	7	16	13	12	76	71	72	3	11	9
Female	73	478	38536	99	100	99	465	449	458	4	5	4	7	18	15	80	68	67	9	10	14
Male	50	474	40302	91	100	99	452	426	428	3	8	8	13	25	26	83	65	60	3	3	7
African American	NC	21	4015	NC	100	99	NC	433	430	NC	0	8	NC	27	24	NC	73	61	NC	0	7
Hispanic	117	892	32606	95	100	98	459	437	426	3	6	8	10	22	27	80	66	60	7	7	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	10	4245	--	100	100	--	422	423	--	13	9	--	0	26	--	88	61	--	0	4
White	NC	26	36078	NC	100	99	NC	455	459	NC	5	4	NC	9	16	NC	77	66	NC	9	14
Students with Disabilities	10	105	10246	100	100	100	351	341	367	30	23	18	50	41	39	20	35	40	0	1	4
Students without Disabilities	113	847	68697	95	99	98	472	451	454	0	4	4	5	18	18	88	71	67	7	7	11
Limited English Proficient Students	81	591	15339	95	100	100	452	429	399	4	8	11	13	23	31	79	65	54	4	5	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	122	934	39106	95	98	95	459	440	427	3	6	8	9	21	28	81	66	59	6	6	5
Non-Economically Disadvantaged	--	18	39837	--	0	100	--	69	457	--	0	4	--	33	14	--	67	67	--	0	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	135	916	78906	99	100	99	461	474	498	26	21	13	29	29	19	39	44	48	6	7	20
All Students (Prior Year)	139	890	76019	100	100	100	468	465	499	26	21	14	51	63	39	10	8	14	13	9	33
Female	67	444	38644	100	100	99	460	473	500	20	19	12	38	32	19	35	40	49	7	9	19
Male	68	471	40236	99	100	99	463	474	497	33	22	15	19	25	19	43	48	46	5	5	20
African American	NC	16	4087	NC	100	99	NC	468	481	NC	27	20	NC	27	24	NC	45	45	NC	0	11
Hispanic	131	865	31938	100	100	99	462	474	481	25	20	19	30	29	25	39	44	46	6	7	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	NC	28	36483	NC	97	99	NC	475	517	NC	19	7	NC	33	13	NC	43	51	NC	5	30
Students with Disabilities	17	104	10664	100	100	100	358	399	430	58	55	42	25	30	27	17	15	26	0	0	5
Students without Disabilities	119	814	68310	100	100	98	472	483	509	23	16	9	29	28	18	41	48	51	7	8	22
Limited English Proficient Students	90	507	12573	100	100	100	454	464	454	28	24	27	31	31	30	36	40	38	5	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	131	899	38679	96	99	96	468	477	483	27	21	20	29	29	25	39	44	45	5	7	10
Non-Economically Disadvantaged	NC	19	40295	NC	0	100	NC	193	513	NC	30	7	NC	20	13	NC	40	50	NC	10	30

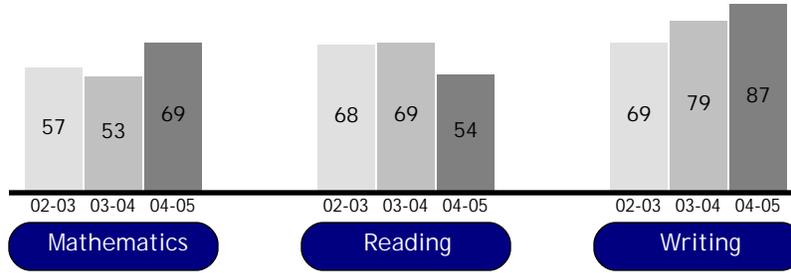
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	917	78908	99	0	99	455	460	484	17	17	10	37	36	23	44	44	58	2	3	9
All Students (Prior Year)	139	890	76020	100	100	100	487	489	503	48	46	25	22	24	23	30	27	40	0	3	12
Female	67	445	38648	100	0	99	458	465	489	12	15	8	38	32	22	48	49	61	2	4	10
Male	68	471	40233	99	0	99	452	455	479	22	19	12	36	39	25	40	39	55	2	2	8
African American	NC	16	4092	NC	0	99	NC	460	473	NC	18	12	NC	27	28	NC	55	54	NC	0	5
Hispanic	131	866	31940	100	0	99	455	460	465	18	17	16	36	36	32	45	44	49	2	3	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	NC	28	36502	NC	0	99	NC	466	502	NC	10	4	NC	48	14	NC	43	67	NC	0	15
Students with Disabilities	17	104	10665	100	0	100	353	389	423	50	46	30	25	43	36	25	11	31	0	0	2
Students without Disabilities	119	815	68312	100	0	98	466	469	493	14	14	7	38	35	21	46	48	62	2	3	10
Limited English Proficient Students	90	507	12556	100	0	100	446	448	436	19	21	24	41	42	40	40	36	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	131	900	38662	96	0	96	462	463	468	17	17	16	38	36	32	43	43	49	2	3	3
Non-Economically Disadvantaged	NC	19	40315	NC	0	100	NC	191	498	NC	20	5	NC	10	15	NC	70	66	NC	0	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	134	915	78750	99	100	99	476	488	500	9	5	6	32	35	29	57	60	63	2	1	2
All Students (Prior Year)	139	888	75673	100	100	100	500	508	530	18	12	12	30	32	25	51	55	58	1	1	4
Female	66	444	38586	99	100	99	490	496	515	7	5	4	22	26	22	68	68	71	3	1	3
Male	68	470	40135	99	100	99	463	480	486	12	6	8	41	43	35	47	51	56	0	0	1
African American	NC	16	4081	NC	100	99	NC	482	488	NC	0	8	NC	55	32	NC	45	59	NC	0	2
Hispanic	130	864	31841	99	100	99	476	488	483	10	5	8	30	34	36	58	60	55	2	1	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	NC	28	36440	NC	97	99	NC	483	516	NC	10	3	NC	43	22	NC	48	71	NC	0	4
Students with Disabilities	17	104	10622	100	100	100	364	408	415	25	9	21	42	67	50	25	22	28	8	1	1
Students without Disabilities	118	813	68196	99	100	98	489	498	513	8	5	3	31	30	25	60	64	69	1	1	3
Limited English Proficient Students	89	505	12504	99	100	100	465	477	451	11	7	12	33	39	44	54	54	43	1	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	130	898	38558	96	99	96	484	492	485	10	5	8	32	35	37	57	59	54	1	1	1
Non-Economically Disadvantaged	NC	19	40260	NC	0	100	NC	185	514	NC	0	3	NC	30	21	NC	60	72	NC	10	4

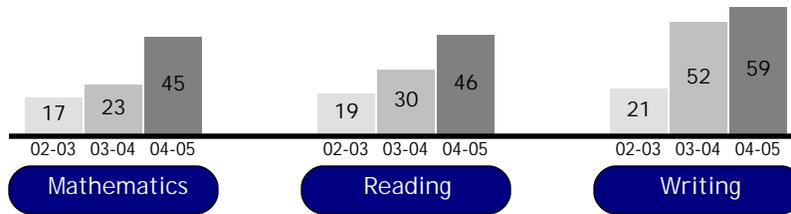
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	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	96	37	35	50	99	42	NA	58	100	32	34	47
	Language	97	31	24	43	100	32	33	50	100	35	41	47
	Mathematics	100	56	44	57	99	37	46	64	100	30	37	50
3	Reading	98	20	24	47	99	39	NA	55	98	33	28	44
	Language	98	35	39	54	99	56	55	61	98	37	32	44
	Mathematics	100	37	40	54	99	57	57	61	98	45	40	51
4	Reading	96	23	25	52	99	33	NA	56	98	35	33	48
	Language	97	20	28	48	100	32	39	52	98	42	36	49
	Mathematics	100	28	33	57	100	41	48	61	98	47	43	53
5	Reading	98	16	23	50	99	27	NA	55	99	36	35	50
	Language	98	19	28	46	99	34	34	49	99	37	37	50
	Mathematics	100	36	38	57	99	47	42	63	99	33	36	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

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

Council Duties

- Ü Parent/Educator Relations
- Ü Budget Recommendations
- Ü Monitor New Instructional Programs
- Ü Recommendations for School Improvement
- Ü Review Data Pertinent to Operation
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	45.00
Other Professional Staff	2.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	0	0	0
4 to 6 years	5	0	0	0
7 to 9 years	3	2	0	0
10 or more years	7	14	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	43
Teachers with Emergency Certificaton.	14
Percent of teachers in the school with Emergency/Provisional Certification	31%
Percent of core classes not taught by Highly Qualified Teachers	4%

Resources Available at School Site

Special Facilities

- Ü Student Uniform Bank
- Ü Intel Multimedia Computer Lab (2)
- Ü Library
- Ü Parent Resource Center

Extracurricular Activities

- Ü City of Phoenix Afterschool Program
- Ü After School Learning Enrichment
- Ü Student Council
- Ü Niñas Con Destino College Bound Program
- Ü Sports Programs
- Ü Lego Robotics Team
- Ü Student Council

Social Services

- Ü After School Tutoring Programs
- Ü Library Nights
- Ü Adult Computer Evening Classes
- Ü Communities In Schools Partnership

School Achievements/Accomplishments 2004-05

- ü Our school is involved in a partnership effort with Intel and Communities in Schools to integrate technology, math, and science into the curriculum. They provide volunteers to work directly with the students in reading, math, and computer skills.

- ü Rodel Foundation provides program assistance to students to increase math scores. Inservice training and materials assist the students in raising math achievement and providing learning incentives for teachers and students.

- ü Eighty-three percent of Kindergarten students have been recognized by Reading First for having reached Benchmark.

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	14	12	12	17
Transfers In Rate ⁶	40	28	28	37
Stability Rate ⁷	85	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	1	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 school requires visitors to register in the office and wear visitor badges. A strict uniform policy is enforced. Strong disciplinary procedures are mandated and a special positive program is provided to recognize positive behaviors.

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) :

15

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	Mary Lou Chavez	(602) 442-3200
Transportation Policy	Antonio Mylnek	(602) 484-4104
Community Resources	Isabel Mendez	(800) 442-3200
School Nutrition Programs	Joan Chiarello	(602) 484-4700
Parent Organization		(866) 442-3200
Student Health/Nurse	Kim Sands	(602) 442-4200

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.

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