

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3801 West Roanoke, 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.

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 Overview

Principal/Administrator : Mr. Armando B. Chavez
 Schedule : 07:39 AM to 05:00 PM
 Grades : K-5
 2005 Enrollment : 1086
 Web Address :
 Phone Number : (602) 442-2400
 Fax Number : (602) 442-2499
 E-mail : achavez@isaacschools.org

Mission

The students, teachers, administrators and staff of P.T. Coe Elementary School are committed to educate all students to meet or exceed district and state academic standards, to respect cultural and linguistic diversity and to become responsible citizens in society. Located in Phoenix, Az. P.T. Coe Elementary School is a K-5 school serving 1030 students in a district that is one of the oldest districts in Arizona having provided education in the area since 1876.

School / Academic Goals

- ü To increase the academic achievement for all students in Reading, Mathematics and Language as measured by Standardized test results.
- ü Implement programs for students who have difficulty in literacy and mathematics. Reading specialists will be utilized to assist students. Coaches will provide teachers with resources and in-service. Academic support and interventions will be ongoing.
- ü A K-3 Interventionist will assist students and teachers in the areas of staff development, instructional practices and intervention program delivery.
- ü Improve absence rate from 4.77 percent to 4.0 percent and decrease the daily absence rate from 50 to 30 students per day.

Enrollment

October 1, 2004 School Year Student Enrollment : 1132
 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 Reading First Program
- ü Corrective Reading Program
- ü Full-day Kindergarten
- ü AfterSchool Reading Intervention Program
- ü Rodel Mathematics
- ü 21st Century Afterschool Program
- ü Arizona Cardinals Flag Football League
- ü State Improvement Grant Special Educatio

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	1 hours 0 minutes
First Day of School :	8/1/2005
Last Day of School :	7/9/2006

Shared Responsibilities

School

The staff of P.T. Coe is responsible for providing a safe environment for students to learn and expand their knowledge. All students will read at grade level and be proficient in mathematics upon completion of each academic year.

Parents

Promote daily attendance. Read to children daily, review child's homework and maintain consistent communication with classroom teacher regarding the instructional program, child's progress and behavior. Support and participate in school activities.

Transportation Policy

Transportation is provided for students in designated busing areas as mandated by the Board of Education. All special needs students are transported from home to the school site as directed in the IEP. Transportation is provided for other excursions.

School Honors

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

Award/Honor	Year
ü Student Presidential Education Awards	2005
ü Project More Boys Basketball Champions	2005
ü Project More Girls Basketball Champions	2003
ü Public Education Task Force UCC	2003

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	157	955	79306	100	100	99	423	428	445	23	16	10	20	24	18	47	51	51	11	9	20
All Students (Prior Year)	141	975	75509	100	100	100	503	509	521	21	15	13	35	28	23	27	34	33	17	22	31
Female	75	477	38691	100	99	99	416	426	446	27	16	10	16	25	18	48	52	52	9	7	20
Male	82	479	40583	100	100	99	430	430	445	19	16	11	24	23	18	45	50	50	12	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	140	896	32869	100	100	99	423	427	429	22	16	15	20	24	25	46	51	51	11	9	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	NC	10	4264	NC	100	100	NC	429	419	NC	25	19	NC	0	30	NC	75	45	NC	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	16	104	10321	100	100	100	320	372	389	64	34	30	21	35	27	14	30	34	0	0	9
Students without Disabilities	141	852	69060	99	100	98	436	436	454	18	13	7	20	22	17	50	54	54	12	10	22
Limited English Proficient Students	103	596	15509	100	100	100	415	422	406	25	17	20	22	26	30	44	50	45	9	7	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	154	938	39415	98	98	96	430	431	431	23	16	15	19	24	25	47	51	50	11	9	10
Non-Economically Disadvantaged	NC	18	39966	NC	0	100	NC	64	459	NC	0	6	NC	50	12	NC	50	52	NC	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	157	956	79395	100	0	99	420	421	446	21	16	9	31	36	25	45	45	55	4	2	11
All Students (Prior Year)	141	973	75492	100	100	100	502	509	519	26	17	12	17	18	16	47	49	47	9	16	24
Female	75	478	38743	100	0	100	415	423	451	16	14	7	34	37	24	47	46	57	3	3	12
Male	82	479	40618	100	0	99	424	419	440	25	19	11	27	35	27	43	44	53	4	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	140	897	32915	100	0	99	419	420	426	22	17	15	30	36	35	44	45	47	4	2	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	NC	10	4271	NC	0	100	NC	421	420	NC	13	15	NC	38	42	NC	50	41	NC	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	16	104	10331	100	0	100	312	361	388	71	46	25	7	32	37	21	21	34	0	0	4
Students without Disabilities	141	853	69139	99	0	99	433	429	454	15	12	7	33	37	24	48	49	58	4	2	11
Limited English Proficient Students	103	596	15545	100	0	100	411	412	399	25	20	21	30	39	42	41	40	35	4	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	154	939	39484	98	0	96	426	424	429	21	16	14	31	36	35	44	45	47	4	2	4
Non-Economically Disadvantaged	NC	18	39986	NC	0	100	NC	60	461	NC	17	4	NC	33	16	NC	50	63	NC	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	157	951	78869	100	100	99	434	437	442	5	6	6	26	21	21	63	66	63	5	6	10
All Students (Prior Year)	142	966	75053	100	100	99	572	601	597	4	6	7	19	13	12	73	71	72	4	11	9
Female	75	478	38536	100	100	99	440	449	458	5	5	4	14	18	15	73	68	67	8	10	14
Male	82	474	40302	100	100	99	428	426	428	6	8	8	37	25	26	54	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	140	892	32606	100	100	98	432	437	426	6	6	8	27	22	27	62	66	60	5	7	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	NC	10	4245	NC	100	100	NC	422	423	NC	13	9	NC	0	26	NC	88	61	NC	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	16	105	10246	100	100	100	314	341	367	7	23	18	57	41	39	36	35	40	0	1	4
Students without Disabilities	141	847	68697	99	99	98	448	451	454	5	4	4	22	18	18	67	71	67	6	7	11
Limited English Proficient Students	103	591	15339	100	100	100	425	429	399	7	8	11	30	23	31	58	65	54	5	5	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	154	934	39106	98	98	95	440	440	427	5	6	8	26	21	28	63	66	59	5	6	5
Non-Economically Disadvantaged	NC	18	39837	NC	0	100	NC	69	457	NC	0	4	NC	33	14	NC	67	67	NC	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	195	916	78906	100	100	99	481	474	498	15	21	13	23	29	19	56	44	48	6	7	20
All Students (Prior Year)	196	890	76019	100	100	100	474	465	499	17	21	14	61	63	39	9	8	14	12	9	33
Female	99	444	38644	100	100	99	488	473	500	13	19	12	26	32	19	55	40	49	6	9	19
Male	96	471	40236	100	100	99	474	474	497	18	22	15	21	25	19	56	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	178	865	31938	100	100	99	483	474	481	14	20	19	22	29	25	58	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	22	104	10664	100	100	100	385	399	430	67	55	42	28	30	27	6	15	26	0	0	5
Students without Disabilities	173	814	68310	100	100	98	493	483	509	9	16	9	23	28	18	62	48	51	6	8	22
Limited English Proficient Students	85	507	12573	100	100	100	470	464	454	19	24	27	25	31	30	53	40	38	3	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	191	899	38679	99	99	96	487	477	483	15	21	20	23	29	25	56	44	45	6	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

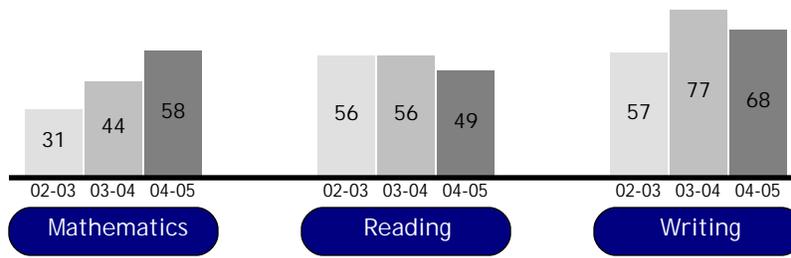
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	195	917	78908	100	0	99	469	460	484	12	17	10	32	36	23	54	44	58	3	3	9
All Students (Prior Year)	196	890	76020	100	100	100	493	489	503	40	46	25	25	24	23	27	27	40	8	3	12
Female	99	445	38648	100	0	99	482	465	489	15	15	8	20	32	22	61	49	61	4	4	10
Male	96	471	40233	100	0	99	456	455	479	9	19	12	44	39	25	46	39	55	1	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	178	866	31940	100	0	99	470	460	465	11	17	16	30	36	32	56	44	49	3	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	22	104	10665	100	0	100	388	389	423	33	46	30	61	43	36	6	11	31	0	0	2
Students without Disabilities	173	815	68312	100	0	98	479	469	493	9	14	7	28	35	21	60	48	62	3	3	10
Limited English Proficient Students	85	507	12556	100	0	100	455	448	436	17	21	24	38	42	40	45	36	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	191	900	38662	99	0	96	475	463	468	12	17	16	32	36	32	54	43	49	3	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	195	915	78750	100	100	99	491	488	500	4	5	6	32	35	29	64	60	63	0	1	2
All Students (Prior Year)	196	888	75673	100	100	100	509	508	530	10	12	12	29	32	25	61	55	58	0	1	4
Female	99	444	38586	100	100	99	501	496	515	6	5	4	24	26	22	70	68	71	0	1	3
Male	96	470	40135	100	100	99	480	480	486	1	6	8	41	43	35	58	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	178	864	31841	100	100	99	492	488	483	4	5	8	30	34	36	66	60	55	0	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	22	104	10622	100	100	100	410	408	415	0	9	21	67	67	50	33	22	28	0	1	1
Students without Disabilities	173	813	68196	100	100	98	501	498	513	4	5	3	28	30	25	68	64	69	0	1	3
Limited English Proficient Students	85	505	12504	100	100	100	477	477	451	6	7	12	36	39	44	58	54	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	191	898	38558	99	99	96	497	492	485	4	5	8	32	35	37	64	59	54	0	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

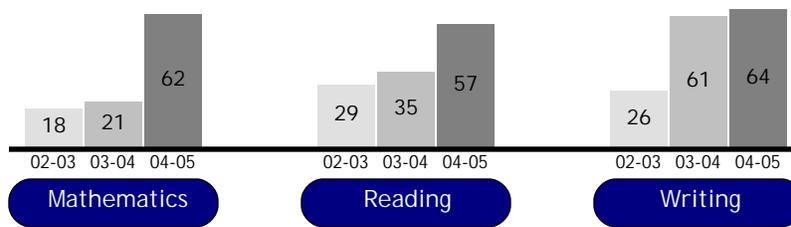
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	99	32	35	50	100	50	NA	58	97	32	34	47
	Language	100	19	24	43	100	26	33	50	97	35	41	47
	Mathematics	99	29	44	57	100	36	46	64	97	33	37	50
3	Reading	100	25	24	47	94	35	NA	55	99	28	28	44
	Language	100	37	39	54	99	40	55	61	99	31	32	44
	Mathematics	100	30	40	54	99	43	57	61	99	38	40	51
4	Reading	100	25	25	52	99	44	NA	56	100	36	33	48
	Language	100	29	28	48	100	41	39	52	100	34	36	49
	Mathematics	100	32	33	57	100	55	48	61	100	42	43	53
5	Reading	95	22	23	50	96	33	NA	55	100	42	35	50
	Language	100	26	28	46	98	37	34	49	100	41	37	50
	Mathematics	100	33	38	57	98	43	42	63	100	39	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)
- 2 Non-certified Employee(s)
- 6 Teacher(s)
- 2 Parent(s)
- 3 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Curriculum Development
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Budget
- Ü School Improvement Plan
- Ü Academic Achievement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	67.00
Other Professional Staff	6.00	Teacher Aide	22.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	0	0	0
4 to 6 years	16	3	0	0
7 to 9 years	7	2	0	0
10 or more years	9	16	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	47
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Technology Lab

Extracurricular Activities

- Ü Co -ed Volleyball, Basketball, Soccer
- Ü Quest For Kids
- Ü Boy Scouts of America
- Ü Young Olympians
- Ü Cheerleader Club
- Ü Go Girls Go Club
- Ü Arizona Cardinals Flag Football League
- Ü Cub Scouts of America

Social Services

- Ü AfterSchool Reading Intervention Program
- Ü Adult ESL Classes
- Ü Parent Training Program
- Ü Clothing/Food Banks
- Ü Isaac District Kazan Family Center

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Selected to be a Reading First School as designated by the Department of Education. Our K-3 staff receives specialized staff development, students are assessed three times a year using the DIBLES program. The program identifies student reading needs.
- ü Parents: Cafe Coe! Coffee with the principal. A bi-weekly interaction with the parents and the principal. Relevant issues are discussed with parents to improve communication with the community.
- ü AIMS test results improved seven out of eight fifth grade teachers exceeded the state AMO in Reading. Eight out of eight 5th grade teachers met the state AMO in Math and seven out of eight fifth grade teachers met the AMO in Writing.
- ü Students who earned perfect attendance recognition awards increased to 109 students from 77 the previous school year.

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	16	12	12	17
Transfers In Rate ⁶	46	28	28	37
Stability Rate ⁷	83	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

The school campus is utilizing a student drop off area to ensure student safety. All visitors must sign in and get a pass from the office to enter campus. A full-time roving School Resource Officer has his office on campus and is able to intervene on situations that require a police officer. Identification badges have been issued to all employees at P. T. Coe. School safety procedures are practiced monthly such as fire drills and lockdown drills.

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) :

124

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	Armando B. Chavez	(888) 442-2400
Transportation Policy	Mr. Antonio Mlynek	(602) 484-4101
Community Resources	Becky Gallegos	(602) 484-4123
School Nutrition Programs	Joan Chiarello	(602) 484-4700
Parent Organization	Martha Barraza	(602) 442-2400
Student Health/Nurse	Marty Martinez	(602) 484-2400

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.