

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4525 West Encanto Blvd., Phoenix, AZ 85035

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
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05	N/A
2003-04	Year 2
2002-03	Year 2

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

School Overview

Principal/Administrator : Mr. Gabriel Garcia
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-5
 2005 Enrollment : 1029
 Web Address : isaacschools.org/schools/zito.htm
 Phone Number : (602) 442-2500
 Fax Number : (602) 442-2599
 E-mail : gggarcia@isaacschools.org

Mission

The staff at Zito School believes that all individuals are capable of becoming lifelong learners. Students are taught fundamental skills and strategies to think logically and solve problems creatively. Multicultural diversity is recognized and appreciated. Parents, staff and community work together to provide a positive learning environment.

School / Academic Goals

ü Student scores on the reading and writing portions of state adopted tests will increase by 10 percent in the 'meets/exceeds' categories. Student scores in the 'falls far below' and 'approaching' categories will decrease by 10 percent.

Enrollment

October 1, 2004 School Year Student Enrollment : 1068
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 45

Instructional Programs

- Ü Full-day Kindergarten
- Ü After School Remedial/Enrichment
- Ü Remedial/Enrichment Intersessions
- Ü Step Up to Writing
- Ü MAC Ro Math
- Ü Voyager Reading

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/8/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Provide quality education for all students. Provide a safe and positive environment. Recognize and respect cultural diversity. Establish and maintain good communication. Be open to their ideas and concerns.

Parents

Send children to school on time everyday. Participate in their child's learning through maintaining communication with the teachers, overseeing homework and expressing interest in day-to-day class activities. Attend school functions.

Transportation Policy

All kindergarten through second grade students residing one mile or farther from the school site are provided transportation. Students with Individualized Education Plans are also eligible if so stated on their plan.

School Honors

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

Award/Honor	Year
Ü American Express Back to School Drive	2003
Ü Teacher Nominated for the Barbie Art Award	2003
Ü Isaac School District Employee of the month	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	183	955	79306	99	100	99	431	428	445	17	16	10	25	24	18	48	51	51	10	9	20
All Students (Prior Year)	172	975	75509	100	100	100	522	509	521	10	15	13	21	28	23	34	34	33	34	22	31
Female	94	477	38691	100	99	99	427	426	446	22	16	10	22	25	18	47	52	52	9	7	20
Male	90	479	40583	99	100	99	435	430	445	12	16	11	28	23	18	50	50	50	10	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	169	896	32869	98	100	99	430	427	429	17	16	15	26	24	25	48	51	51	10	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	22	104	10321	100	100	100	406	372	389	32	34	30	41	35	27	27	30	34	0	0	9
Students without Disabilities	162	852	69060	99	100	98	435	436	454	14	13	7	23	22	17	52	54	54	11	10	22
Limited English Proficient Students	100	596	15509	99	100	100	420	422	406	21	17	20	33	26	30	41	50	45	5	7	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	179	938	39415	97	98	96	431	431	431	17	16	15	25	24	25	48	51	50	10	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	183	956	79395	99	0	99	420	421	446	18	16	9	39	36	25	40	45	55	3	2	11
All Students (Prior Year)	172	973	75492	100	100	100	512	509	519	7	17	12	24	18	16	63	49	47	7	16	24
Female	94	478	38743	100	0	100	419	423	451	19	14	7	40	37	24	38	46	57	3	3	12
Male	90	479	40618	99	0	99	421	419	440	17	19	11	38	35	27	42	44	53	3	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	169	897	32915	98	0	99	420	420	426	18	17	15	39	36	35	41	45	47	2	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	22	104	10331	100	0	100	392	361	388	45	46	25	32	32	37	23	21	34	0	0	4
Students without Disabilities	162	853	69139	99	0	99	425	429	454	14	12	7	41	37	24	43	49	58	3	2	11
Limited English Proficient Students	100	596	15545	99	0	100	405	412	399	26	20	21	49	39	42	25	40	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	179	939	39484	97	0	96	420	424	429	18	16	14	39	36	35	40	45	47	3	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	183	951	78869	99	100	99	441	437	442	7	6	6	20	21	21	64	66	63	9	6	10
All Students (Prior Year)	168	966	75053	99	100	99	705	601	597	0	6	7	5	13	12	59	71	72	36	11	9
Female	93	478	38536	99	100	99	445	449	458	7	5	4	25	18	15	54	68	67	14	10	14
Male	91	474	40302	100	100	99	438	426	428	8	8	8	15	25	26	73	65	60	4	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	169	892	32606	98	100	98	444	437	426	6	6	8	21	22	27	63	66	60	10	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	22	105	10246	100	100	100	382	341	367	23	23	18	32	41	39	41	35	40	5	1	4
Students without Disabilities	162	847	68697	99	99	98	451	451	454	5	4	4	18	18	18	68	71	67	10	7	11
Limited English Proficient Students	99	591	15339	98	100	100	431	429	399	10	8	11	25	23	31	57	65	54	8	5	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	179	934	39106	97	98	95	441	440	427	7	6	8	20	21	28	64	66	59	9	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	147	916	78906	100	100	99	493	474	498	14	21	13	23	29	19	51	44	48	12	7	20
All Students (Prior Year)	168	890	76019	100	100	100	474	465	499	8	21	14	76	63	39	8	8	14	8	9	33
Female	76	444	38644	100	100	99	492	473	500	14	19	12	27	32	19	44	40	49	14	9	19
Male	70	471	40236	100	100	99	494	474	497	13	22	15	19	25	19	59	48	46	9	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	138	865	31938	100	100	99	491	474	481	15	20	19	24	29	25	49	44	46	13	7	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	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	23	104	10664	100	100	100	455	399	430	36	55	42	32	30	27	32	15	26	0	0	5
Students without Disabilities	124	814	68310	100	100	98	501	483	509	8	16	9	21	28	18	56	48	51	15	8	22
Limited English Proficient Students	75	507	12573	100	100	100	480	464	454	18	24	27	31	31	30	43	40	38	8	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	141	899	38679	98	99	96	492	477	483	14	21	20	23	29	25	51	44	45	12	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

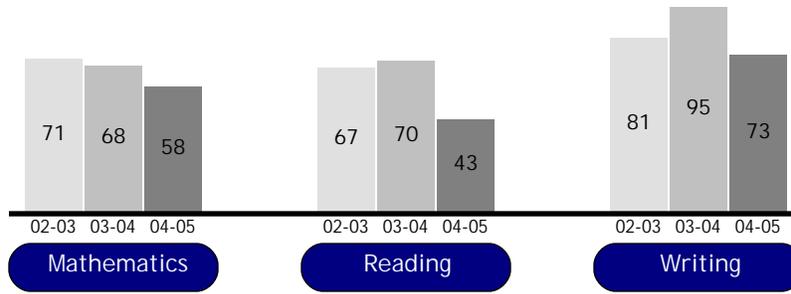
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	147	917	78908	100	0	99	469	460	484	18	17	10	29	36	23	47	44	58	6	3	9
All Students (Prior Year)	168	890	76020	100	100	100	493	489	503	34	46	25	29	24	23	34	27	40	3	3	12
Female	76	445	38648	100	0	99	477	465	489	16	15	8	21	32	22	56	49	61	8	4	10
Male	70	471	40233	100	0	99	460	455	479	20	19	12	39	39	25	37	39	55	4	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	138	866	31940	100	0	99	467	460	465	19	17	16	30	36	32	45	44	49	5	3	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	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	23	104	10665	100	0	100	427	389	423	55	46	30	36	43	36	9	11	31	0	0	2
Students without Disabilities	124	815	68312	100	0	98	478	469	493	9	14	7	27	35	21	56	48	62	7	3	10
Limited English Proficient Students	75	507	12556	100	0	100	455	448	436	25	21	24	38	42	40	35	36	35	3	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	141	900	38662	98	0	96	468	463	468	18	17	16	29	36	32	47	43	49	6	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	147	915	78750	100	100	99	492	488	500	6	5	6	38	35	29	56	60	63	0	1	2
All Students (Prior Year)	167	888	75673	99	100	100	538	508	530	4	12	12	29	32	25	68	55	58	0	1	4
Female	76	444	38586	100	100	99	499	496	515	6	5	4	27	26	22	67	68	71	0	1	3
Male	70	470	40135	100	100	99	484	480	486	6	6	8	50	43	35	44	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	138	864	31841	100	100	99	492	488	483	6	5	8	36	34	36	57	60	55	0	1	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	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	23	104	10622	100	100	100	467	408	415	0	9	21	77	67	50	23	22	28	0	1	1
Students without Disabilities	124	813	68196	100	100	98	498	498	513	7	5	3	28	30	25	64	64	69	0	1	3
Limited English Proficient Students	75	505	12504	100	100	100	479	477	451	8	7	12	47	39	44	45	54	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	141	898	38558	98	99	96	492	492	485	6	5	8	38	35	37	56	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

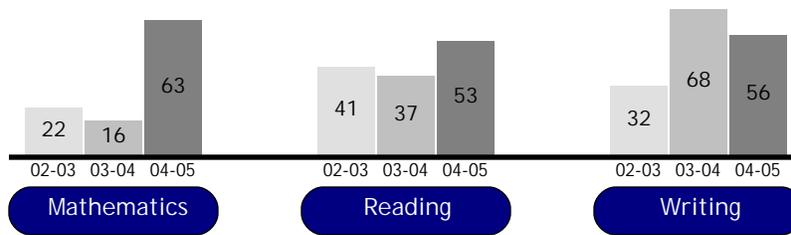
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	96	35	35	50	100	54	NA	58	100	33	34	47
	Language	99	21	24	43	100	36	33	50	100	43	41	47
	Mathematics	99	51	44	57	100	58	46	64	100	35	37	50
3	Reading	100	27	24	47	98	48	NA	55	99	24	28	44
	Language	100	44	39	54	98	67	55	61	99	29	32	44
	Mathematics	100	44	40	54	98	75	57	61	99	38	40	51
4	Reading	99	33	25	52	100	41	NA	56	100	30	33	48
	Language	99	37	28	48	100	47	39	52	100	32	36	49
	Mathematics	100	54	33	57	100	61	48	61	100	43	43	53
5	Reading	100	27	23	50	100	38	NA	55	100	32	35	50
	Language	100	32	28	46	100	40	34	49	100	34	37	50
	Mathematics	100	43	38	57	100	49	42	63	100	38	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

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

Council Duties

- Ü Revise School Improvement Plan
- Ü Review Terra Nova/AIMS DPA Scores
- Ü Professional Development
- Ü Develop Title 1 budget
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	57.00
Other Professional Staff	2.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	6	0	0
4 to 6 years	14	3	0	0
7 to 9 years	4	5	0	0
10 or more years	6	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	54
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Multimedia Station - Library
- Ü Computer Lab

Extracurricular Activities

- Ü After School Remediation/Enrichment
- Ü Before School Sports/Enrichment
- Ü Before/After School One-on-one Tutoring
- Ü Intermediate Sports Program
- Ü 1 Remedial/Enrichment Summer Academy

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Partnerships with 3 Counseling Agencies
- Ü Adult Education Classes
- Ü Parenting Classes
- Ü Parent workshops
- Ü Curriculum Nights

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Teachers have been trained and are using Special Designed Academic Instruction in English (SDAIE & SIOP) strategies, the 'Step Up to Writing', and the Voyager Reading Program model. K-5 teachers are using DIEBELS benchmark testing.
- ü Zito has a strong and large afterschool remedial and enrichment program open to all students. Zito school has a strong parent component and volunteer program.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	15	12	12	17
Transfers In Rate ⁶	45	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	2	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

Positive Behavior Support (PBS)Program
 Drug Awareness and Resistance Education.
 Zito Student Safety Patrol.
 Zito Safety Committee.
 Part-time school resource officer.
 Partnerships with Chicanos por la Causa family counseling, Jewish Family Services, and Project BRAVE.

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) :

1

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	Gabriel Garcia	(602) 442-2500
Transportation Policy	Antonio Mlynek	(602) 484-4104
Community Resources	Louise Ruiz	(602) 442-2507
School Nutrition Programs	Joan Chiarello	(602) 442-2515
Parent Organization	Rosa Rodriguez	(602) 442-2500
Student Health/Nurse	Dora Escamilla	(602) 442-2505

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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** 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.